Cypress Bay High School

Course Selections

2026-2027

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Abbreviation & Terminology Key

Advanced International Certificate of Education Program (AICE) - is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations. These courses award 2 extra quality points towards the weighted GPA.

Advanced Placement (AP) - is a program in the United States and created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. These courses award 2 extra quality points towards the weighted GPA.

Career & Technical Education (CTE) - The Career & Technical Education (CTE) Programs are responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development. Each program is aligned to Career Clusters.

Honors (H) - The courses contain academic rigor, which is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. These courses award 1 extra quality point towards the weighted GPA.

Local Honors (LH) - Specific courses are designated as "Local Honors" because they contain rigor that supports the awarding of an extra quality point towards the weighted GPA, which is used for class rank. These courses are not considered "honors" by State Universities and Bright Futures.

ENGLISH / LANGUAGE ARTS

English 1
Credit: 1.0
Grade Level: 9
PREREQUISITE: None
The purpose of this course is to provide English 1 students with challenges, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
SPECIAL NOTES: Meets graduation requirements in English.

AICE English General Paper AS
Credit: 1.0
Grade Level: 9
AICE English: General Paper AS Gifted
Credit: 1.0
Grade Level: 9
PREREQUISTE: A passing score on the FSA Language Arts test and teacher's recommendation.
The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.
SPECIAL NOTE: English skills in analyzing grade 9 literature and writing synthesis essays will be included.
SPECIAL NOTE: Meets graduation requirements in English.
SPECIAL NOTE: Students will utilize gifted strategies.

English 2
Credit: 1.0
Grade Level: 10
PREREQUISITE: One English credit.
The purpose of this course is to provide grade 10 students with challenges, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
SPECIAL NOTES: Meets graduation requirements in English.

Pre-AP English 2 Honors
This course is the equivalent of English 2 Honors
Credit: 1.0
Grade Level: 10
PREREQUISITE: Teacher recommendation
Pre-AP English 2 Honors builds on the foundation of the English 1 course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes.
SPECIAL NOTES: Meets graduation requirements for English.

AICE English General Paper AS
Credit: 1.0
Grade Level: 10
PREREQUISTE: A passing score on the FSA Language Arts test and teacher's recommendation.
The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.
SPECIAL NOTE: English skills in analyzing grade 10 literature and writing synthesis essays will be included.
SPECIAL NOTES: Meets graduation requirements in English.

AICE English Language AS
Credit: 1.0
Grade Level: 10
PREREQUISTE: AICE General Paper with grade B or higher. Teacher recommendation. A passing score on the FSA Language Arts test.
The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunity calling for the use of different styles and tones. The content should include, but not be limited to the following: understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.
SPECIAL NOTES: Tenth grade students, who took AICE General Paper in 9th grade, may select this course for their 10th grade year.
SPECIAL NOTE: Students enrolled in this course will also study SAT content. Students will engage in rigorous coursework that may lead to a college credit as a result of passing an end of year exam.
SPECIAL NOTES: Meets graduation requirements in English.

English 3
Credit: 1.0
Grade Level: 11
PREREQUISITE: Two English credits.
The purpose of this course is to provide grade 11 students with challenges, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
SPECIAL NOTES: Meets graduation requirements in English.

English 3 Honors
Credit: 1.0
Grade Level: 11
PREREQUISITES: Two English credits, teacher recommendation, and school guidelines.
The purpose of this course is to provide grade 11 students with challenges, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
SPECIAL NOTES: Meets graduation requirements in English.

Advanced Placement
English Language and Composition
Credit: 1.0
Grade Level: 11 or 12
PREREQUISITES: PSAT English score of 530, two English credits, teacher recommendation based on academic performance and writing samples.
The course provides a study of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Examples of prose from various fields and periods serve as models of effective writing. This course requires a variety of writing that stimulates the use of different styles and tones. Students develop individual writing styles adaptable to needs in college and AP exam. Students are expected to take the Advanced Placement Examination offered by the College Board.
SPECIAL NOTE: This course has a highly suggested summer assignment.
SPECIAL NOTE: This is a college level course. Meets graduation requirements in English.

AICE English Language AS
Credit: 1.0
Grade Level: 11 or 12
PREREQUISTE: Grade A or B+ in prior English class and FAST Level of 4 or 5, and teacher recommendation.
The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunity calling for the use of different styles and tones. The content should include, but not be limited to the following: understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.
SPECIAL NOTE: Students enrolled in this course will also study SAT content. Students will engage in rigorous coursework that may lead to a college credit as a result of passing an end of year exam.
SPECIAL NOTES: Meets graduation requirements in English.

AICE English Language A
Credit: 1.0
Grade Level: 11-12
PREREQUISTE: Successful completion of AICE English Language AS Level and teacher's recommendation.
This course is an extension of AS Level and delves deeper into the understanding and analysis of the English language, including speech/spoken material (linguistics) and language topics (theory). The exam consists of four writing tasks, divided into two days:
Day 1: two text analysis, Day 2: two language topic tasks. There are no multiple-choice components.

AICE English Literature - AS Level
Credit: 1.0
Grade Level: 11 or 12
PREREQUISITE: English Teacher's recommendation, AND a passing score on the FSA Language Arts test, AND successful completion of one of the following: English 3 Honors, AICE English Language AS, or AP English Language & Composition.
The aim of this course is to encourage and develop candidates' ability to: enjoy the experience of reading literature; understand and respond to literary texts in different forms and from different periods and cultures; communicate an informed personal response appropriately and effectively; appreciate different ways in which writers achieve their effects; experience literature's contribution to aesthetic, imaginative an intellectual growth; explore the contribution of literature to an understanding of areas of human concern. In addition, there are four assessment objectives and candidates are assessed on their ability to; Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose); understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes; recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects; and communicate a sensitive and informed personal response to literary texts.

AICE English Literature - A Level
Credit: 1.0
Grade Level: 12 only
PREREQUISTE: The AICE Instructor's approval AND successful completion of AS Level AICE English Literature.
This course builds upon the analytical reading and writing skills developed in the AS Level of English Literature. Students will focus on specific works within three main forms: Poetry, Drama, and Prose Fiction.
SPECIAL NOTES: Students will engage in rigorous coursework that can lead to a college credit as a result of passing an end of year exam.
SPECIAL NOTES: Meets graduation requirements in English.

AICE English General Paper AS
Credit: 1.0
Grade Level: 11
PREREQUISTE: A passing score on the FSA Language Arts test and teacher's recommendation.
The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.

SPECIAL NOTE: English skills in analyzing grade 11 literature and writing synthesis essays will be included.
SPECIAL NOTES: Meets graduation requirements in English.

English 4
Credit: 1.0
Grade Level: 12
PREREQUISITE: Three English credits.
The purpose of this course is to provide grade 12 students with challenges, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
SPECIAL NOTE: Meets graduation requirements in English.

English 4 Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Three English credits, teacher recommendation, based on academic performance and writing samples
The purpose of this course is to provide grade 12 students with challenges, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
SPECIAL NOTE: Meets graduation requirements in English.

English 4: Florida College Prep
Credit: 1.0
Grade Level: 12
PREREQUISITE: None
This course incorporates reading and informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Standards.
SPECIAL NOTE: Meets graduation requirements in English.
SPECIAL NOTE: For students who have not met the ELA/Reading graduation requirement. By Literacy Coach approval only – Doogue, Room 901.

Advanced Placement
English Literature and Composition
Credit: 1.0
Grade Level: 12
PREREQUISITE: Three English credits, teacher recommendation, based on academic performance and writing samples.
This course involves students in the study and practice of writing and in the study of literature. Students learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft. Students develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. Students are expected to take the College Board examination for Advanced Placement English Composition and Literature.
SPECIAL NOTE: This course has a highly suggested summer assignment.
SPECIAL NOTE: This is a college-level course. Meets graduation requirements in English.

AICE English General Paper AS
Credit: 1.0
Grade Level: 12
PREREQUISTE: A passing score on the FSA Language Arts test and teacher's recommendation.
The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.
SPECIAL NOTE: This course is for students who have met the graduation requirement in reading.
SPECIAL NOTE: English skills in analyzing grade 12 literature and writing synthesis essays will be included.
SPECIAL NOTES: Meets graduation requirements in English.

ENGLISH/LANGUAGE ARTS: ELECTIVES

Creative Writing 1/2
Credit: 1.0
Grade Level: 9-12
The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.
SPECIAL NOTE: Elective credit only.

Creative Writing 3 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Creative Writing 1/2 or Teacher recommendation.
The purpose of this course is to enable students to develop and use writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.
SPECIAL NOTE: Elective credit only.
SPECIAL NOTE: Students will learn the technical aspects of entering contests and publishing work in a literary magazine in addition to the technical aspects of entering and performing in a public reading.

Creative Writing 4 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Creative Writing 3, Teacher recommendation.
The purpose of this course is to enable students to develop and use writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.
SPECIAL NOTE: Elective credit only.
SPECIAL NOTE: Students in this course will produce the school's literary magazine.

Literature and the Arts Honors 1
Credit: 1.0
Grade Level: 12
PREREQUISITE: Creative Writing 4, Teacher recommendation.
The purpose of this course is to enable students to develop and use writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style with concentration on one or two particular genres. Submission for publication of a final work(s) is required.
SPECIAL NOTE: Elective credit only.
SPECIAL NOTE: Students in this course will produce the school's literary magazine.

Debate 1 LH - Local Honors
Credit: 1.0
Grade Level: 9-12
The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings, participation in frequent debate situations. Students must compete in after-school and/or weekend tournaments.
SPECIAL NOTE: Elective credit. Meets graduation requirements for Performing Fine Arts.
SPECIAL NOTE: Student will participate in frequent debate situations, which include after-school and/or weekend tournaments.

Debate 2 LH- Local Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation based on academic performance and public speaking presence and successfully completed Debate 1.
The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate.
SPECIAL NOTE: Elective credit. Meets graduation requirements for Performing Fine Arts.
SPECIAL NOTE: Student will participate in frequent debate situations, which include after-school and/or weekend tournaments.

Debate 3 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation and successfully completed Debate 2.
The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.
SPECIAL NOTE: Elective credit. Meets graduation requirements for Performing Fine Arts.
SPECIAL NOTE: Student will participate in frequent debate situations, which include after-school and/or weekend tournaments.

Debate 4 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Teacher recommendation and successfully completed Debate 3.
The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.
SPECIAL NOTE: Elective credit. Meets graduation requirements for Performing Fine Arts.
SPECIAL NOTE: Student will participate in frequent debate situations, which include after-school and/or weekend tournaments.

AICE Global Perspectives AS / Debate
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: AICE Instructor's approval AND successful completion (A or B) of Honors Debate III or Honors Debate IV, AND one of the following courses: AICE General Paper, AICE English Language, AP English Language. Taking one of these courses concurrently DOES NOT satisfy the prerequisite. Students are also strongly encouraged to have successfully completed AICE Thinking Skills prior to taking Global Perspectives.
Through the study of global issues students will explore divergent and controversial perspectives.
SPECIAL NOTE: This course section is for Debate Team members only.
SPECIAL NOTE: Students are unable to repeat Global Perspectives & Research at the AS level if they have already earned an elective credit for the course, regardless of the department in which they successfully completed the course.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Global Perspectives A / Debate
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: AICE Instructor's approval AND successful completion (A or B) of AICE Global Perspectives AS Level.
This course builds upon the research, analytical, and communication skills developed in the AS Level of Global Perspectives & Research. Working independently, the student designs, conducts, analyzes, evaluates, and reports his/her/their research study.
SPECIAL NOTE: This course section is for Debate Team members only.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

Film 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 2
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Film 1
Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 3 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Film 2
Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

AICE Global Perspectives AS / No special focus
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: English Teacher's recommendation AND successful completion (A or B) of one of the following courses; AICE General Paper, AICE English Language, AP English Language. Taking one of these courses concurrently DOES NOT satisfy the prerequisite. Students are also strongly encouraged to have successfully completed (A or B) AICE Thinking Skills prior to taking Global Perspectives.
Through the study of global issues students will explore divergent and controversial perspectives. Emphasis is on analytic thinking and reasoning to draw sound conclusions. Students will develop skills in research to include the acquisition of credible information, the analysis of data, and the evaluation of the effectiveness and relevance of synthesized information in order

to construct and communicate their own arguments. This course satisfies the AICE Diploma requirement for Global Perspectives & Research.
SPECIAL NOTE: Students are unable to repeat Global Perspectives & Research at the AS level if they have already earned an elective credit for the course, regardless of the department in which they successfully completed the course.
SPECIAL NOTE: Students taking this Global Perspectives class must be working towards their Cambridge Diploma.

AICE Global Perspectives A / No special focus
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: The AICE Instructor's approval AND successful completion (A or B) of AICE Global Perspectives AS Level.
This course builds upon the research, analytical, and communication skills developed in AS Level of Global Perspectives & Research. Working independently, the student designs, conducts, analyzes, evaluates, and reports his/her/their research study.
SPECIAL NOTE: Students taking this Global Perspectives class must be working towards their Cambridge Diploma.

History of the Holocaust Honors: A Multi-Disciplinary Approach / Semantics & Logic Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Through a combination of historical analysis and artistic interpretation, students will examine the causes, events, and aftermath of the Holocaust, while also reflecting on the resilience and humanity of those who lived through it. Utilizing survivor and other witness testimony, film, news reels, graphic novels, photography, poetry, essay, music, art, sports, science and psychology, students will participate in creative projects that explore the perpetrators, victims, bystanders, upstanders, and rescuers. This course is designed to inspire critical thinking, empathy, and meaningful connections between the past and the present, equipping students with the tools to confront the enduring lessons of the Holocaust.
SPECIAL NOTE: Course contains mature content and themes.

AICE Global Perspectives AS / Holocaust Studies / Ethnic Cleansing / Genocide
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: The AICE Instructor's approval AND successful completion (A or B) of History of the Holocaust Honors / Lit of the Arts 2, AND successful completion (A or B) of one of the following courses: AICE General Paper, AICE English Language, AP English Language. Taking one of these courses concurrently DOES NOT satisfy the prerequisite. Students are also strongly encouraged to have successfully completed AICE Thinking Skills prior to taking Global Perspectives.
Through the study of global issues students will explore divergent and controversial perspectives. Emphasis is on analytic thinking and reasoning to draw sound conclusions. Students will develop skills in research to include the acquisition of credible information, the analysis of data, and the evaluation of the effectiveness and relevance of synthesized information in order to construct and communicate their own arguments. This course satisfies the AICE Diploma requirements for Global Perspectives & Research.
SPECIAL NOTE: Students are unable to repeat Global Perspectives & Research at the AS level if they have already earned an elective credit for the course, regardless of the department in which they successfully completed the course.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Global Perspectives A / Holocaust Studies / Ethnic Cleansing / Genocide
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: The AICE Instructor's approval AND successful completion (A or B) of AICE Global Perspectives AS Level.
This course builds upon the research, analytical, and communication skills developed in AS Level of Global Perspectives & Research. Working independently, the student designs, conducts, analyzes, evaluates, and reports his/her/their research study.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

Fundamentals of Journalism / Social Media
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. In addition, this course enables students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.
SPECIAL NOTE: Elective credit in English.
SPECIAL NOTE: For Non-Yearbook or Newspaper Students. This course does not contribute to school publications: Newspaper and Yearbook.

Journalism 2 Newspaper Local Honors
Journalism 2 Yearbook Local Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
The purpose of this course is to enable students to extend fundamental skills in the production of Journalism across print multimedia, and web. Students will develop further knowledge of journalism ethics and use through social media.
SPECIAL NOTE: This course is a co-curricular program that requires work beyond the regular school day. Students are required to sell advertisements for the publication. Extensive use of the computer is necessary in this course. Elective credit for English. Meets graduation requirement for fine arts.
SPECIAL NOTE: Mandatory: For Yearbook and Newspaper Students ONLY. These courses contribute to school publications: Newspaper and Yearbook

Journalism 3 Newspaper Local Honors
Journalism 3 Yearbook Local Honors
Journalism 4 Newspaper Local Honors
Journalism 4 Yearbook Local Honors
Journalism 5 Newspaper Local Honors
Journalism 5 Yearbook Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Must successfully complete the prior level with a grade "C" or higher.
The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platform and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
SPECIAL NOTE: This course is a co-curricular program which requires work beyond the regular school day. Students are required to sell advertisements for the publication. Extensive use of the computer is required in this course. Elective Honors in English. Meets graduation requirement for Fine Arts.
SPECIAL NOTE: Mandatory: For Yearbook and Newspaper Students ONLY. These courses contribute to school publications: Newspaper and Yearbook.

Literature in the Media Honors (Graphic Novel)
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation
The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing, speaking, listening, and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

AICE Media Studies AS
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Strong writing skills, teacher signature from Honors, AICE or AP English instructor
The media studies course aids students in developing a critical understanding of the Roles of media in society and their own lives. Through close analysis of various pieces of media – ranging from fil/tv to music/podcasts and video games / digital media – students explore how meaning is created through visual and auditory techniques. Students also learn how to develop meaningful media products.
SPECIAL NOTE: 10th grade students only – concurrent placement in AICE English Language AS.

AICE Media Studies A
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: AS level Media Studies (teacher signature)
The A level media studies course is a continuation of the process of developing a critical understanding of the media. Students will produce an advanced portfolio using digital technology to construct and publish media texts. Students will also explore contemporary media issues such as media regulation, global media, media and collective identity, and media in the online age.

Advanced Placement Seminar
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AICE English General Paper, AICE English Language or AP English Language, and AICE English Literature with a C or higher.
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

Advanced Placement Research
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AP Seminar.
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance ,exhibit, or product where applicable) and a presentation with an oral defense.

MATHEMATICS

Foundational Skills in Mathematics
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.
SPECIAL NOTE: This class is taken concurrently with Algebra 1 (1200310A) or Geometry (1206310G).
SPECIAL NOTE: This class earns elective credit NOT math credit.

Algebra 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables

Algebra 1 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
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. (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.

Geometry
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
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

Geometry Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation
In Geometry Honors, instructional time will emphasize the same five areas as Geometry with the addition of the following standards: (1) MA.912.GR.2.4: Determine symmetries of reflections, symmetries of rotation and symmetries of translation of a geometric figure. (2) MA.912.GR.2.7: Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations. (3) MA.912.GR.2.9: Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations. (4) MA.912.GR.5.4: Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons. (5) MA.912.GR.5.5: Given a point outside a circle, construct a line tangent to the circle that passes through the given point. (6) MA.912.GR.6.5: Apply transformations to prove that all circles are similar (7) MA.912.T.1.3: Apply the Law of Sines and the

Law of Cosines to solve mathematical and real world problems involving triangles. (8) MA.912.T.1.4: Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. (9) MA.912.LT.4.8: Construct proofs, including proofs by contradiction.

Mathematics for Data and Financial Literacy
Mathematics for Data and Financial Literacy Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
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.

Algebra 2
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
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 Nov30,2021 (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

Mathematics for SAT and ACT
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
This course will extend understanding of linear, quadratic, and exponential functions and use them to model and analyze real-world relationships; develop understanding of the complex number system; extend knowledge of rations, proportions, and functions to data and financial contexts; solve problems involving univariate and bivariate data; relationships and theorems involving two-dimensional figures using Euclidean and coordinate geometry; graph and apply trigonometric relations and functions.
SPECIAL NOTE: This class is taken concurrently with Algebra 2 (1200330A).
SPECIAL NOTE: This class earns elective credit NOT math credit.

Algebra 2 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation.
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) MA.912.AR.1.11: 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) MA.912.AR.6.2: Explain and apply the Remainder Theorem to solve mathematical and real world problems. (3) MA.912.AR.9.10: 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) MA.912.AR.10.1: Given a mathematical or real-world context, write and solve problems involving arithmetic sequences (5) MA.912.AR.10.2: Given a mathematical or real-world context, write and solve problems involving geometric sequences. (6) MA.912.DP.4.1: Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other event (7) MA.912.DP.4.2: Determine if events A and B are independent by calculating the product of their probabilities. (8) MA.912.DP.4.3: Calculate the conditional probability of two events and interpret the result in terms of its context. (9) MA.912.DP.4.4: Interpret the independence of two events using conditional probability. (10) MA.912.DP.4.9: Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. (11) MA.912.DP.4.10: Given a mathematical or real-world situation, calculate the appropriate permutation or combination (12) MA.912.F.1.1: 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) MA.912.NSO.4.1: Given a mathematical or real-world context, represent and manipulate data using matrices. (14) MA.912.NSO.4.2: Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices. (15) MA.912.NSO.4.3: Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices. (16) MA.912.NSO.4.4: Solve mathematical and real-world problems using the inverse and determinant of matrices.

Pre-AICE Mathematics 3 IGCSE Level Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
Cambridge IGCSE Additional Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts. Cambridge IGCSE Additional Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch the most able candidates and provides a smooth transition to Cambridge AS & A Level Mathematics. The course may study the following topics: Functions, Quadratic functions; Equations, inequalities and graphs; Indices and surds; Factors of polynomials; Simultaneous equations; Logarithmic and exponential functions; Straight line graphs; Circular measure; Trigonometry; Permutations and combinations; Series; Vectors in two dimensions; Differentiation and integration.

Mathematics for College Algebra
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
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

Mathematics for College Liberal Arts
Credit: 1.0
Grade Level: 12
PREREQUISITE: Teacher recommendation.
In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Mathematics for College Statistics
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various

representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

Probability & Statistics Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

Advanced Placement Statistics
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, exploratory data (observing patterns and departing from data), planning a study (deciding what and how to measure), and producing models using probability and simulation, and statistical inference. The student enrolled in this course will be expected to take the Advanced Placement Examination in Statistics.
SPECIAL NOTE: For Bright Futures, earning credit in this course precludes earning credit in Probability and Statistics with Applications.

Advanced Placement Pre-Calculus
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
In AP Pre-calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. AP Precalculus prepares students for other higher-level mathematics and science courses. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher-level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.

Advanced Placement Calculus AB
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB.

Advanced Placement Calculus BC
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Advanced Placement Calculus AB and teacher recommendation.
Advanced Placement Calculus BC is a course designed to offer students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, applications of the integral, and sequences of real numbers, convergence, and elementary differential equations. The student enrolled in this course will be expected to take the Advanced Placement Exam in Calculus BC.

AICE Mathematics AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher recommendation.
The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of any course based on the Mathematics units for the Cambridge International AS and A Level examinations. The aims are not listed in order of priority. The aims are to enable candidates to: develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment; develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying; develop the ability to analyze problems logically, recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; acquire the mathematical background necessary for further study in this or related subjects.
SPECIAL NOTE: For the competition class, papers taken are Paper 1: Pure Mathematics 1 and Paper 6: Probability & Statistics. For noncompetition class, papers taken are Paper 1: Pure mathematics 1 and Paper 2: Pure mathematics 2.

AICE Mathematics A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Completion of AICE Mathematics AS level and Math teacher's signature required.
This course expands on the skills taught in the AICE Mathematics 1 course. The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of any course based on the Mathematics units for the Cambridge International AS and A Level examinations. The aims are not listed in order of priority.
The aims are to enable candidates to: develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment; develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying; develop the ability to analyze problems logically, recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; acquire the mathematical background necessary for further study in this or related subjects.
SPECIAL NOTE: This course prepares the student for the A level Papers.

AICE Thinking Skills AS/A Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: A passing score on the FSA Language Arts test and Successful completion of Algebra 1 (level 4 or 5 on Algebra EOC).
Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking

Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

***SPECIAL NOTE:* This course is elective credit only.**

SPECIAL NOTE: This course prepares the student for Papers 1, 2, 3 & 4.

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

COMPUTER SCIENCE

Foundations of Programming Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation

The emphasis of this class will be coding. In addition, this course introduces concepts, techniques, and processes associated with computer programming and software development.

Advanced Placement Computer Science Principles
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Completion of Algebra 1 with B or higher, ELA score of level 4 or 5, strong work ethic, and computer teacher signature.

AP® Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. Students who take an AP Computer Science Principles course using this curriculum framework as its foundation will develop a range of skills vital to success in subsequent college courses, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Advanced Placement Computer Science A
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Completion of GEM Geometry with B or higher; completion of Algebra 2 Honors with B or higher; completion of Algebra 2 regular with A. All students must have ELA score of level 4 or 5, strong work ethic, and computer teacher signature.

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

SPECIAL NOTE: The Advanced Placement Computer Science Test language requirement is JAVA.

AICE Information Technology AS Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Completion of Algebra 1 or Algebra 1 Honors with a B or higher, an ELA score of 4 or 5 and teacher recommendation.

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. Topics will include, but not limited to, data, information, knowledge and processing, computer hardware and software, monitoring and control, E-safety and health, the digital divide, using networks, expert systems, spreadsheets, database and file concepts, sound and video editing. ***SPECIAL NOTE***: This course prepares students for the AS Level Papers (Paper 1 & 2). This course **CANNOT** be taken at the same time as AICE Computer Science AS/A.

AICE Information Technology A Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Completion of AICE Information Technology AS and teacher recommendation.

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. In the A level course, students expand on the knowledge taught at the AS level and, as a result, gain an understanding of IT system life cycles and how these affect the workplace. They also learn about the wider impact of IT on society in general. Topics will include, but not be limited to, emerging technologies, the role and impact of IT in society, networks, project management, system life cycle, graphics creation, animation, mail merge and programming for the web.

SPECIAL NOTE: This course prepares students for the A Level Papers (Paper 3 & 4). This course **CANNOT** be taken at the same time as AICE Computer Science AS/A.

SCIENCE

Anatomy and Physiology
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of Biology 1 or Honors, and Chemistry 1 or Honors

Anatomy and Physiology will provide the students with general exploratory and activities in structures and functions of the components of the human body. Topics will include but not limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance, molecular structure and primary functions of the four major components of biological macromolecules and the roles of enzymes as catalysts. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Anatomy and Physiology Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion Biology Honors, and Chemistry 1 or Honors, and teacher recommendation
While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National
Research Council, 2006, p.77; NSTA, 2007).

Astronomy Solar / Galactic
Credit: 1.0 (Elective Credit Only)
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology 1 or Honors, and Physical Science Honors, Chemistry 1 or Honors, and teacher recommendation.
This course studies relationships among the sun, moon, and Earth as well as understanding the formation of the solar system, and other astronomical phenomena. This course studies the importance of the scientific process to include the development of theories and laws that relate to states of matter, atomic theory, energy transfer, nuclear reactions, electromagnetism, electromagnetic radiation, gravitational forces, and light. The future of space exploration and Florida's economy and culture will be of focus.
SPECIAL NOTE: This class does not fulfill the Science requirement for graduation. This class is **ELECTIVE CREDIT ONLY**.

Astronomy Solar / Galactic Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology 1 or Honors, Physical Science Honors, Chemistry 1 or Honors, Geometry 1 with a B or higher, and teacher recommendation.
While the content focus of this course is consistent with the Astronomy Solar/Galactic course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

Biology 1
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Environmental Science or Environmental Science Honors, and a reading score of 1 or 2 or 3
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Biology 1 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of an advanced science class with B+ or higher or Environmental Science Honors with a B+ or higher, a reading score of 4 or 5, and teacher recommendation
While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

AICE Biology AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors with a B+ or higher, and Chemistry Honors with a B or higher, and AICE Biology Instructor approval. Chemistry Honors and AICE Biology ONLY if APPROVED by Department Head
The Advanced International Certificate of Education (AICE) Biology 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, DNA, botany, and human anatomy and physiology. This course will follow the Cambridge prescribed curriculum for AICE Biology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course. The Common Core State Standards (CCSS) for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and provide extensive research and writing opportunities, while the mathematical practices focus on applying critical thinking and logical reasoning skills.

Advanced Placement Biology
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors and Chemistry Honors with a B or higher, and AP Instructor approval
Advanced Placement Biology will provide students with a college level course in biology and will prepare the student to seek credit and/or appropriate placement in college

biology courses. Topics will include but not be limited to: molecular and cellular biology, organismal biology, and population biology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.
SPECIAL NOTE: This course has a highly suggested summer assignment.

Chemistry 1
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology 1 or Honors and Algebra 1 with a C+ or higher
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Pre-Chemistry Honors / Physical Science Honors
Credit: 1.0
Grade Level: 9-10
PREREQUISITE: Successful completion of Biology Honors B or higher, Algebra 1 Honors B+ or higher and teacher recommendation.
While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007)

Chemistry 1 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Biology 1 Honors with a B+ or higher, and Algebra 1 Honors with B+ or higher, and teacher recommendation. Completion of Geometry Honors <u>highly</u> suggested. Taking Algebra 2 Honors is preferred.
While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Advanced Placement Chemistry
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors, Chemistry Honors with a B+ or higher , and Algebra 2 Honors with B or higher, and AP instructor approval.
Advanced Placement Chemistry will provide students with a college level course in chemistry and will prepare the student to seek credit and/or appropriate placement in college chemistry courses. Topics will include but not be limited to: structure of matter, states of matter, chemical reactions, and descriptive chemistry. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.
SPECIAL NOTE: This course has a highly suggested summer assignment.

Environmental Science
Credit: 1.0
Grade Level: 9
PREREQUISITE: 8th Grade Science and a Reading Score of 1 or 2.
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Environmental Science Honors
Credit: 1.0
Grade Level: 9
PREREQUISITE: Reading score of 3, 4, or 5, and a grade of C or higher in 8th Grade Advanced Science , and teacher recommendation
This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).
Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis,

evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Advanced Placement Environmental Science
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors, Chemistry Honors, and Algebra 1 Honors; AP instructor approval also required.
Advanced Placement 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 that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.
SPECIAL NOTE: This course has a highly suggested summer assignment.

AICE Environmental Management AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors with a B or higher and Chemistry I or Chemistry Honors with a B or higher, and AICE General Paper or AICE English Language or AP English Language, and a Reading Score of 3, 4, or 5, and AICE instructor's approval required.
This AS syllabus covers environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples.

Forensic Science 1 LH - Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors & Chemistry 1 with a C+ or higher or Chemistry Honors.
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

AICE Global Perspectives - Science AS
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors and Chemistry Honors with a B or higher. AICE instructor approval also required.
Through the study of global issues students will explore different and controversial perspectives. Emphasis on thinking and reasoning skills as well as public speaking and communication skills. Students will develop writing and research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information, and construct their own arguments. This course meets all AICE Global Perspectives requirements. In addition, each student will do an individual Research Project.
SPECIAL NOTE: Participation in the Science Fair is required.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Global Perspectives - Science A
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Global Perspective AS Level with a B or higher, and AICE instructor approval.
This course builds upon the research and analytical skills developed in the AS Level of Global Perspectives & Research. Working independently, the student designs, conducts, reports, and evaluates an original research study.
SPECIAL NOTE: This course section is ONLY for students participating in the Science Fair.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

Marine Science 1
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful Completion of Biology or Biology Honors, and Chemistry or Chemistry Honors, or Physical Science Honors.
This course provides an overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include but not limited to the ocean's present and potential resources, marine biology interactions with technology and society, the interrelationships between organisms and the ocean environment, changes in ecosystems and large-scale environmental impacts resulting from human activity. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology or Biology Honors, and Chemistry or Chemistry Honors, or Physical Science Honors, and a Reading Score of 3 or higher.
While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

AICE Marine Science AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology or Biology Honors, Chemistry with an A or higher or Chemistry Honors with a C or higher, and AICE General Paper or AP English Language or AICE English Language, and a

Reading Score of 3 or higher, and Instructors approval.

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

The Common Core State Standards (CCSS) for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and provide extensive research and writing opportunities, while the mathematical practices focus on applying critical thinking and logical reasoning skills.

AICE Marine Science A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Marine AS level and AICE Marine Instructor's approval.

The Advanced International Certificate of Education (AICE) Marine Science concentrates on the scientific study of the sea and its ecosystems. Topics will include but not limited to the relationship between habitat and the distribution of primary producers, factors affecting the rate of photosynthesis, respiration, gaseous exchange and transport systems, osmoregulation, life cycles of marine animals, need for sustainable fisheries, monitoring of fish stocks, methods of stock management and the enforcement of restrictions, methods of rehabilitating depleted stocks, processes for intensive and extensive aquaculture, the requirements and impacts of aquaculture, ecological impacts of industrial activities, accumulation of toxins in food chains, global warming and its impact, ecological effects of shipwrecks, conservation, ecotourism, biotechnology, genes, promoters and phenotypes, advantages and dangers of genetic engineering. This course will follow the Cambridge prescribed curriculum for AICE Marine Science. Laboratory activities that include the use of scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

The Common Core State Standards (CCSS) for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and provide extensive research and writing opportunities, while the mathematical practices focus on applying critical thinking and logical reasoning skills.

Physical Science
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology or Biology Honors and Chemistry 1.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Physics
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology or Biology Honors, Chemistry 1 with B or higher, and Algebra 1 with B or higher and teacher recommendation

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Physics Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion with a B or higher in Biology Honors, Chemistry Honors (or an A in Chemistry 1) and Algebra 2 Honors and teacher recommendation

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Advanced Placement Physics 1
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology Honors and Chemistry Honors with an A, Physics Honors and Algebra 2 Honors with a B or higher, and AP Instructor approval.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning. Students will develop scientific critical thinking and reasoning skills.

Advanced Placement Physics 2
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AP Physics I and AP Instructor approval.

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Advanced Placement Physics (C)
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AP Physics 1, AP Calculus as a co-requisite, and AP Instructor approval.
Advanced Placement Physics C is made up of two courses — Physics C: Mechanics and Physics C: Electricity and Magnetism, each corresponding to approximately a semester of college work. Physics C: Mechanics should provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Physics C: Electricity and Magnetism should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Experimental Science 1 - Robotics Honors
Credit: 1.0
Grade Level: Level 1
PREREQUISITE: Successful completion of 8th Grade Science Honors B or higher, Algebra 1 Honors B or higher.
Experimental Science 2 - Robotics Honors
Credit: 1.0
Grade Level: Level 2
PREREQUISITE: Successful completion of 9th Grade Science Honors B or higher, Algebra 1 Honors B or higher.
Experimental Science 3 - Robotics Honors
Credit: 1.0
Grade Level: Level 3
PREREQUISITE: Successful completion of Chemistry 1 with B or higher and Algebra 1 Honors with B or higher.
Experimental Science 4 - Robotics Honors
Credit: 1.0
Grade Level: Level 4
PREREQUISITE: Successful completion of Chemistry 1 with B or higher and Algebra 1 Honors with B or higher.
In addition to the course related benchmarks, this course requires additional science content that must include benchmarks from at least one other Body of Knowledge. The additional benchmarks must include rigor appropriate for Level 3 courses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).
SPECIAL NOTE: All four levels of this course are elective credit only.

Zoology
Credit: 1.0 (Elective Credit Only)
Grade Level: 10-12
PREREQUISITE: Successful completion of Biology 1 or Biology Honors with B or higher and Chemistry 1 with B or higher, Chemistry Honors or Physical Science Honors with a C or higher, and teacher recommendation required.
This course includes a heavy focus on the morphology and physiology of the animalia kingdom and their taxonomical relationships. A thorough study of evolution supported by the fossil record, comparative anatomy and embryology, biogeography, molecular biology, and observed evolutionary change is included. Representative members of vertebrate and invertebrate phyla and chordate classes are studied using examples. The mechanisms of evolutionary change such as natural selection, genetic drift, and gene flow will be studied. The interaction of biotic and abiotic factors in ecosystems, loss of biodiversity, non-native species, human activity, ecological food webs, and the interrelated processes of photosynthesis and cellular respiration are of key emphasis.
SPECIAL NOTE: Student must have fulfilled the 3 Science classes for graduation prior to taking this class, or take the 3rd Science class concurrently with this class.
SPECIAL NOTE: This class does not fulfill the Science requirement for graduation. This class is **ELECTIVE CREDIT ONLY**.

SOCIAL STUDIES

The Social Studies are an essential part of a complete education. Students should plan to take the required courses of World History (9-10), American History (11), and Government/Economics (12) at levels that meet their ability and future plans. General classes are designed to expose the student to the content and skills required by each course. Students will be expected to use all levels of thinking but may expect more emphasis on guided learning. Honors classes require more reading and writing and cover more material. Students in these classes must have demonstrated reading competence by achieving a 3 or above on the FSA Language Arts test or a comparable test. AP classes are taught on the college level and students require college level skills and motivation. The student must have demonstrated competence with at least a 3 on the FSA Reading or comparable instrument as well as discipline enough to maintain an above average GPA. AP courses should be carefully selected to avoid overloading busy students while providing challenging academic opportunities. Many of our electives are either Advanced Placement and are geared towards 10th -12th graders due to the more mature themes. Following these guidelines is recommended.

American Government / Economics
Credit: 1.0
Grade Level: 12
PREREQUISITE: None
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.
The Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.
SPECIAL NOTE: Recommended for 12th Grade. Fulfills graduation requirement for ½ credit of Government and ½ credit of Economics.

American Government Honors / Economics Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Recommended for 12th Grade with a passing score on the FSA Language Arts test.
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.
The Economics course consists of the following content area strands: Economics

and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).
RECOMMENDED: A minimum grade of A in US History or an A or B in US History Honors
SPECIAL NOTE: Recommended for 12th grade. Fulfills graduation requirement for ½ credit of Government and ½ credit of Economics.

Advanced Placement U.S. Government / Economics Honors - HYBRID
Credit: 1.0
Grade Level: 12
PREREQUISITE: Recommended for 12th grade with a passing score on the FSA Language Arts test or comparable test.
Advanced Placement U.S. Government will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to an understanding of federalism and the separation of powers, the development of the Constitution, the process of politics, the nature of public opinion, the role of political ideologies from a perspective and the role and function of the federal government in conjunction with the citizens it serves.
Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).
RECOMMENDED: A minimum grade of A or B in US History Honors or A, B, or C in AP US History
SPECIAL NOTE: Recommended for 12th grade. Fulfills graduation requirement for ½ credit of Government and ½ credit of Economics. Students will take AP US Government Exam.

Advanced Placement U.S. Government & Comparative Politics
Credit: 1.0
Grade Level: 12
PREREQUISITE: Recommended for 12th grade with a passing score on the FSA Language Arts test or comparable test.
Advanced Placement U.S. Government will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to an understanding of federalism and the separation of powers, the development of the Constitution, the process of politics, the nature of public opinion, the role of political ideologies from a perspective and the role and function of the federal government in conjunction with the citizens it serves. AP Comparative Government & Politics covers an introduction to comparative politics, the sources of public authority and political power, society and politics, citizen and state, political framework, and political change. A specific attention is given to the knowledge of facts, concepts, and generalizations pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia. Furthermore an understanding of typical patterns of political processes and behavior and their consequences, analysis and interpretation of basic data relevant to comparative government and politics, written analysis and interpretation of subject matter, and an ability to compare and contrast political institutions and processes across countries and to derive generalizations
RECOMMENDED: A minimum grade of A or B in US History Honors or A, B, or C in AP US History
SPECIAL NOTE: Students will take both the AP US Government and Comparative Politics exams. Course only fulfills graduation requirement of ½ credit of US Government.

Advanced Placement Macro & Micro Economics
Credit: 1.0
Grade Level: 12
PREREQUISITE: Recommended for 12th grade with a passing score on the FSA Language Arts test or comparable test.
Advanced placement Macroeconomics gives students an opportunity to analyze the world-wide effects of economic activities and their impact on taxation, monetary policy, balance of trade issues, government policy, exchange rates, and similar "big picture" concepts. Advanced Placement Microeconomics gives students an opportunity to analyze the behavior of individual households, firms and markets and how prices and outputs are determined in those markets. Students will also analyze price mechanism, resource allocation and income distribution. Students will understand fundamental economic concepts vocabulary and statistical interpretation of economic data. Students will also gain an understanding of the government's role in the capitalism marketplace
RECOMMENDED: A minimum grade of A or B in US History Honors or A, B, or C in AP US History
SPECIAL NOTE: Students must take AP Government & Comparative Politics concurrently with this class.
SPECIAL NOTE: Students will take both the AP Macro and Microeconomics exams. Course only fulfills graduation requirement of ½ credit of Economics.

United States History
Credit: 1.0
Grade Level: 11
PREREQUISITE: None
United States History consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

SPECIAL NOTE: Recommended for 11th grade
SPECIAL NOTE: This course has a required End of Course (EOC) exam to be taken during the second semester worth 30% of the course grade.

United States History Honors
Credit: 1.0
Grade Level: 11
PREREQUISITE: Recommended for 11th Grade with a passing score on the FSA Language Arts test.
United States History consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).
SPECIAL NOTE: This course has a required End of Course (EOC) exam to be taken during the second semester worth 30% of the course grade.
RECOMMENDED: A Minimum grade of A or B in World History Honors or A in World History

Advanced Placement United States History
Credit: 1.0
Grade Level: 11
PREREQUISITE: Recommended for 11th Grade with a passing score on the FSA Language Arts test.
Advanced Placement American History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam.
RECOMMENDED: A minimum grade of A or B in World History Honors
SPECIAL NOTE: This course has a highly suggested summer assignment.
SPECIAL NOTE: This course does not align well with US History Honors as the curriculums are different.

AICE US History AS
Credit: 1.0
Grade Level: 11
PREREQUISITE: C or higher in AICE General Paper AND F.A.S.T. score of 3 or higher AND C or higher in AICE European, AICE Geography, or AICE Sociology OR C or higher in AP European, AP Psychology, or AP Human Geography OR A in World History Honors.
Cambridge International AS Level US History since 1877 (8102)
The syllabus focuses on the historical factors and events leading to the formation of modern-day US from the post-Civil War Reconstruction c.1877 up to 2008

- Develops students' skills in historical source analysis and evaluation, and skills in essay writing. Enables students to appreciate the nature and diversity of historical sources available, and how historians use them. Builds students' confidence in working with historical concepts such as similarity and difference, cause and consequence, change and continuity, and significance. Develops an understanding of diverse perspectives from people living in different places, in different time periods, and with different ideas. Encourages students to become independent thinkers and make informed judgements on historical issues. Builds a strong foundation of knowledge and skills for further study of history. Key topics include the Gilded Age, Progressive Era, World Wars, Cold War, Civil Rights, and American global role, REQUIRING DEEP ANALYSIS RATHER THAN JUST MEMORIZATION.

World History
Credit: 1.0
Grade Level: 9
PREREQUISITE: None
World History consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Pre-AP World History & Geography (World History Honors)
Pre-AP World History & Geography Gifted (World History Gifted)
Grade Level: 9
PREREQUISITE: Teacher recommendation and FSA Score of 3, 4, or 5.
The Pre-AP World History and Geography is an HONORS level course and does not contain an end of course exam. Areas of focus prioritize the skills fundamental to the study of history and geography in high school, AP, and college readiness. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences.

- **Evaluating evidence**: Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.
- **Explaining historical and geographic relationships**: Students explain relationships among events and people by marshaling evidence for causation, comparison, and continuity and change over time.
- **Incorporating evidence**: Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.
- Pathway 2 focuses on developments in World History from c.1450 CE through the present.

These themes are interwoven throughout all units:

- Humans and the environment
- Governance
- Economic systems
- Culture
- Society

SPECIAL NOTE: This course satisfies the World History graduation requirement.

SOCIAL STUDIES: ELECTIVES

Comprehensive Law
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: None
The Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

Constitutional Law Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Comprehensive Law or recommendation from Social Studies Teacher.
Constitutional Law consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.
This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post-secondary careers in law, law enforcement, governmental service, or a law related field. Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).
RECOMMENDED: Due to mature content and themes, 10th - 12th graders only

Personal Fin Literacy / Critical Thinking Skills
Credit: 0.5 / 0.5
Grade Level: 10
PREREQUISITE: None
This Grade 10 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. This course is now required for graduation for those graduating in 2025 and beyond.

Personal Financial Literacy Honors / American Economic Experience Honors
Credit: 0.5 / 0.5
Grade Level: 10
PREREQUISITE: None
This Grade 10 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. This course is now required for graduation for those graduating in 2025 and beyond.

Philosophy Honors 1
Credit: 1.0
Grade level: 10-12
PREREQUISITE: None
This course is a comprehensive introduction to the various major branches of both Western philosophies (including Socrates, Plato, and Aristotle) and Eastern philosophies (including Hinduism, Buddhism, Taoism, and meditation).

Philosophy Honors 2
Credit: 1.0
Grade level: 10-12
PREREQUISITE: None
Philosophy 2 Honors is a comprehensive study of the greatest ideas of the greatest philosophers, scientists, and theologians who have shaped our current Western mindset (world view) from the ancient Greek era to the current postmodern era, including the quantum world and consciousness.
SPECIAL NOTE: It is recommended that students take either Philosophy Honors 1, Philosophy Honors Ethics, or Philosophy Honors Logic before taking Philosophy Honors 2.

Philosophy Honors Ethics
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: None
Students will learn and apply the most important ethical theories to current day events and ethical concerns, giving students the tools needed to analyze, critique and evaluate current ethical issues and to formulate their own personal value system, with special emphasis on character education.

Philosophy Honors Logic
Credit: 1.0
Grade level: 10-12
PREREQUISITE: None
Philosophy Logic is the study of the methods and principles used to distinguish correct from incorrect reasoning, valid from invalid arguments, true from false inferences, the proper use of deductive and inductive reasoning, recognizing the many kinds of

fallacies (mistakes or errors in reasoning) we are surrounded by daily.

Psychology 1 (LH) / Psychology 2 (LH) – Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: None
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health. Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

SOCIAL STUDIES AP / AICE COURSES

Advanced Placement European History
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: World History Honors with a B or higher, Department Head or Mr. Buttell approval, and a passing score on the FSA Language Arts test. Successful completion of or concurrent placement in AICE General Paper required.
Advanced Placement European History will provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with problems, content, and materials of European historic development. Appropriate concepts and skills will be developed in connection with the content. Integral components of this course will include the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on European and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. The course outline will follow the guidelines of the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam.
SPECIAL NOTE: This course satisfies the World History graduation requirement.
SPECIAL NOTE: Should not be taken concurrently with AP United States History.

AICE History - European
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Great success in Social Studies with grades typically as A's in Honors or advanced courses. A level 4 or 5 on the FSA Language Arts test. In addition, successful completion of or concurrent placement in one of the following: AICE General Paper, AP English Language or AICE English language. AICE instructor's approval required.
Cambridge International AS History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. In this course topics on European History from the period 1789 to 1917 will be the focus. Students will need a strong ability to write critically and synthesize information across periods of European History.
SPECIAL NOTE: This course satisfies the World History graduation requirement.

AP Human Geography
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher recommendation and a passing score on the FSA Language Arts test or equivalent instrument
Advanced Placement Human Geography, an elective, will emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth-century Europe. The course introduces students to the importance of spatial organization – the location of places, people, and events, and the connections among places and landscapes – in the understanding of human life on Earth. Content will include, but not limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.
SPECIAL NOTE: This course has a highly suggested summer assignment.

AP Psychology
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: World History Honors with a B or higher, teacher recommendation, passing score on the FSA Language Arts test or equivalent instrument.
Advanced Placement Psychology, an elective, will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing. Students enrolled must take the AP exam.
SPECIAL NOTE: This course has a highly suggested summer assignment.

AICE Psychology AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: AICE General Paper or AICE English Language (AS) (may be corequisite), AP English Language, or AICE Thinking Skills and Biology Honors. Teacher (AICE/AP English or AICE Thinking Skills) signature required
Cambridge International AS Level Psychology learners develop their appreciation of the subject by exploring ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key themes and issues. The syllabus reflects the four core areas of psychology, namely cognitive, social, biological, and learning.
SPECIAL NOTE: May take this course after AP Psychology. This course has a highly suggested summer assignment.

AICE Psychology A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AS level Psychology and AICE Psychology Teacher's Approval.
Cambridge International A Level Psychology learners will continue to develop their appreciation of the subject by exploring ways in which research is conducted. As part of their studies, learners will review important research and explore how psychology can be applied in a range of contexts. As part of their studies, students will study the following specialist areas: Abnormality (the definitions, symptoms, causes and treatments of a variety of mental disorders) and Health psychology (focuses on application to everyday life health issues, including pain and stress).
SPECIAL NOTE: This course has a highly suggested summer assignment.

AICE Sociology AS Level
Credit: 1.0
Grade: 10-12
PREREQUISITE: Successful completion of AICE General Paper, AICE English Language or AP English Language and teacher recommendation.
The aims of the Cambridge International AS Sociology syllabus are for students to develop a knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications. It is an awareness of the range and limitations of sociological theory and research and the ability to compare and contrast different theoretical positions and an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues. In this course, students will have an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life and an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research inquiry and the collection, analysis and interpretation of data. Students will improve skills of communication, interpretation, analysis and evaluation. AICE is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

AICE Sociology A Level
Credit: 1.0
Grade: 10-12
PREREQUISITE: Successful completion of AS level Sociology and AICE Sociology Teacher's Approval.
The Cambridge Sociology A level course is a continuation of the AS level. Students will learn about the process of socialization and the formation of identity as well as the family, how it functions and its role in society; religion, media, education, and globalization. Through discussion of sociological perspectives including Marxism, functionalism, feminism, and more, students will gain an increased awareness and understanding of the forces at work in society and the implications of social phenomena. AICE is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

AICE Global Perspectives / Model UN
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Membership in Model UN and Teacher (Mr. Petraitis) signature required.
Through the study of global issues students will explore different and controversial perspectives. Emphasis on thinking and reasoning skills as well as public speaking and communication skills. Students will develop writing and research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information, and construct their own arguments. Model UN prepares students for future diplomatic work, foreign service and intelligence services. Students in this course should have an interest in participating in Model UN activities. This course meets all AICE Global Perspectives requirements. In addition, each student will do an individual Research Project.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Biblical Studies AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of one of the following: AICE General Paper, AP English Language or AICE English Language. Instructor's approval required (Room #452).
The purpose of this course is to understand teachings from the Bible and other sources to understand religion, beliefs, and faith. Throughout the course students will be able to explore the impact of religion, beliefs, faith on how people have lived their livers. The syllabus provides excellent opportunities to appreciate that religious practices and ethics are diverse, change over time and are influenced by locations and cultures. After the AS Paper One and Paper Two exams in November, the class objectives will focus on covering the Biblical Studies Level A Paper Three and Paper Four curriculum during the 3rd and 4th quarters.
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AICE Biblical Studies A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Biblical Studies AS level.
Cambridge International A Level Biblical Studies provides an excellent foundation for further study in Biblical Studies or related disciplines in higher education. **Level A**, which follows the **AS Level**, completes the full academic cycle of the Biblical Studies syllabus and, when combined with the AS Level, contributes **two credits** toward the **AICE Diploma**. At this advanced stage, students explore two principal areas of study: **Prophets of the Old Testament** and **Christian Understandings of God, Life, and the Universe**, which are assessed through **Paper 3** and **Paper 4** respectively. These components extend and deepen the knowledge, interpretive skills, and critical understanding developed at the AS Level. The **Prophets of the Old Testament** section focuses on selected texts drawn from a broader corpus, allowing students to engage with the historical, theological, and ethical dimensions of prophetic literature. Meanwhile, **Christian Understandings of God, Life, and the Universe** invites students to examine the ways in which Christians have interpreted – and continue to interpret – questions of meaning, purpose, and existence through the lens of the Bible. Overall, the A Level course fosters intellectual rigor, analytical depth, and theological reflection, equipping students with a nuanced understanding of the Bible and its enduring relevance in both religious and academic contexts.
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LANGUAGES: WORLD

MODERN WORLD LANGUAGE 1

Chinese 1
French 1
German 1
Italian 1
Spanish 1
Portuguese 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of language arts course.
Modern World Language 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.
SPECIAL NOTE: Recommended C or higher in Language Arts.

MODERN WORLD LANGUAGE 2

Chinese 2
French 2
German 2
Italian 2
Spanish 2
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Modern World Language 1 or mastery of Student Performance Standards corresponding to Modern World Language 1 and teacher recommendation.

Modern World Language 2 reinforces the fundamental skills acquired by the students in Modern World Language 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Modern World Language 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.
SPECIAL NOTE: Recommended C or higher in Modern World Lang 1.

MODERN WORLD LANGUAGE 3

Chinese 3 Honors
French 3 Honors
French 3 Honors / Pre-AICE
German 3 Honors
Italian 3 Honors
Spanish 3 Honors
Spanish 3 Honors / Pre-AICE
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Modern World Language 2 or mastery of Student Performance Standards corresponding to Modern World Language 2 and teacher recommendation.
Modern World Language 3 provides mastery and expansion of skills acquired by the students in Modern World Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.
SPECIAL NOTE: Recommended C or higher in Modern World Lang 2.

MODERN WORLD LANGUAGE 4

Chinese 4 Honors Pre-AP
Chinese Language / Literature International Studies Honors
German 4 Honors
Spanish 4 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Modern World Language 3 or mastery of Student Performance Standards corresponding to Modern World Language 3 and teacher recommendation.
Modern World Language 4 expands the skills acquired by the students in Modern World Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
SPECIAL NOTE: Recommended C or higher in Modern World Lang 3.

SPANISH SPEAKERS

Spanish for Spanish Speakers 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of language arts course.
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and 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. The course content will reflect the cultural values of Spanish language and societies
SPECIAL NOTE: Recommended C or higher in Language Arts.

Spanish for Spanish Speakers 2
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Spanish for Speakers 1 or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers 1 and teacher recommendation or appropriate score on placement exam.
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.
SPECIAL NOTE: Recommended C or higher in Spanish Speakers 1.

Spanish for Spanish Speakers 3 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Successful completion of Spanish Speakers 2 or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers 2 and teacher recommendation or appropriate score on placement exam.
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.
SPECIAL NOTE: Recommended C or higher in Spanish Speakers 2.

Spanish for Spanish Speakers 4 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Spanish Speakers 3 or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers 3 and teacher recommendation or appropriate score on placement exam.
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 3. Students are exposed to a variety of Spanish literary genres, authors, and technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.
SPECIAL NOTE: Recommended C or higher in Spanish Speakers 3.

Language / Literature International Studies 3 Honors - Spanish
Language / Literature International Studies 4 Honors - Spanish
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Students must demonstrate a working knowledge of the target language, teacher recommendation, and have taken AP level of target language.
Language / Literature International Studies 3 & 4, previously known as Humanities 3 & 4, provides mastery and expansion of language skills. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

AICE WORLD LANGUAGES

AICE Chinese Language AS Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: The equivalent of 4 years of Chinese or appropriate score on placement exam and/or approval by the World Language Department Chair and/or AICE Instructor.
Major Concept/Content:
Cambridge International AS Level Chinese Language builds on the language skills gained at Cambridge IGCSE, Cambridge O Level or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language. They will also learn how to translate material from English into the Chinese.
SPECIAL NOTE: Placement in this course needs to be approved by the World Language Department and Instructor.
SPECIAL NOTE: The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

AICE Classical Studies AS Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of or concurrent placement in one of the following: AICE General Paper, AP English Language or AICE English Language. AICE Classical Studies instructor's or present English teacher approval required.
Classical Studies involves the study of the civilizations of Greece and Rome in the Classical period and this course has been designed to allow candidates to survey the culture, literature, history, philosophy and politics of the Classical period as well as studying significant individuals. Teachers have great flexibility in the course that they design for their students. All sources are studied in English and no knowledge of Greek or Latin is necessary. No previous study of a Classical subject or language is required. The study of Classical civilizations is valuable for various reasons: They form the basis for the western traditions of art, literature, philosophy and political thought which have shaped the modern world. The works of art, literature, philosophy and political science produced by the Greeks and Romans have an intrinsic interest and quality representing some of the highest achievements of mankind, the study of which is relevant to many issues of contemporary societies. The multi-disciplinary nature of the subject, combining different types of study such as literature, art history, history, science and others, leads to an understanding of the relationship between different intellectual disciplines. Classical Studies complements other arts and social science subjects, while providing a valuable contrasting breadth for scientists. It allows the Classics to develop strongly and meets the requirements of schools and colleges anxious to retain or promote Classics as a discipline central to the curriculum. The syllabus provides excellent opportunities for students to develop the critical and evaluative skills essential for the world of work or for further study in higher education. After the AS exams in November, during the 3rd and 4th quarter the class objectives will focus on introducing the material that will be covered in Classical Studies Level A curriculum.
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AICE Classical Studies A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Classical Studies AS Level. AICE Classical Studies instructor's approval required.
Cambridge International A Level Classical Studies provides a suitable foundation for the study of Classical Studies or related courses in higher education. Level A (sequel to AS Level) completes the entire cycle of topics in Classical Studies. When combined with AS Level, these two courses constitute TWO CREDITS towards the AICE diploma. Level A covers topics pertaining to the history of Fifth Century Athens and the Early Imperial Roman Empire (Paper III); whereas, Paper IV covers the Literatures of Greece and Rome, focusing on the writers of Tragedy and Epic in both traditions. A very extensive treatment of the literary themes central to Tragedy and Epic writing is covered throughout, all serving to inform the student in great depth as to the cultures and traditions of both Greece and Rome. Level A may be taken the following year after successfully completing the AS level. Please speak to the AICE Classical Studies AS level instructor or Chairperson of the World Languages Department to sign up.

AICE French Language AS Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: At least 3 years of French or appropriate score on placement exam and/or approval by the World Language Department Chair and/or AICE Instructor.
The Cambridge International AS Level French syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.
SPECIAL NOTE: Placement in this course needs to be approved by the World Language Department Chair and/or Instructor.
SPECIAL NOTE: The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

AICE Spanish Language AS Level
Credit: 1.0
Grade Level: 10-12
AICE Spanish Language for Spanish Speakers AS Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: At least 3 years of Spanish and approval by the World Language Department Chair or AICE Instructor, or appropriate score on placement exam.
The Cambridge International AS Level Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills.
They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.
SPECIAL NOTE: Placement in this course needs to be approved by the World Language Department Chair and/or Instructor.
SPECIAL NOTE: The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The AICE courses include embedded assessments and an internationally scored end-of-course assessment.

AICE Spanish Language & Literature A Level
Credit: 1.0
Grade Level: 10-12
AICE Spanish Language & Literature for Spanish Speakers A Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AICE Spanish Language AS Level. AICE Spanish Language instructor's approval required.
Cambridge International A Level Spanish Language & Literature helps candidates continue to develop a set of transferable skills

for understanding and communicating in Spanish. It provides candidates with opportunities to use Spanish with ever increasing levels of sophistication in both everyday situations and contexts requiring the ability to understand topics that are more abstract. Learners build on the essential linguistic skills and cultural insights acquired in previous study in order to prepare for progression to further studies or employment.

SPECIAL NOTE: Placement in this course needs to be approved by the World Language Department Chair and/or instructor.

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

ADVANCED PLACEMENT
WORLD LANGUAGES

Advanced Placement Chinese Language and Culture
Credit 1.0
Grade Level: 10-12
PREREQUISITE: Chinese III or mastery of Student Performance Standards corresponding to Chinese III and teacher recommendation.

AP Chinese develops students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Because the course interweaves language and culture learning, this exploration occurs in Chinese. Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications. The course introduces students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g., calligraphy, painting, literature, and music, as well as folk arts and culture). The course also views Chinese culture in an international context. Students learn that Chinese culture has spread to many parts of the world, influencing and being influenced by the global community. For example, they develop an awareness of China's role in issues of global importance, concerning areas such as energy and the environment, economics, and politics. The course helps students broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society. With this background, students can ultimately move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world. Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability and vice versa. Because language and culture are inseparable, knowledge of Chinese culture is an integral part of the AP Chinese Language and Culture course. Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters

Advanced Placement French Language and Culture
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AICE French Language or appropriate score on placement exam and teacher recommendation.

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

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

AP German Language and Culture
Grade Level: 10-12
Credit: 1
PREREQUISITE: German 3 or 4 or mastery of Student Performance Standards corresponding to German 4 and teacher recommendation.

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

Advanced Placement Italian Language and Culture
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Italian 4 or mastery of Student Performance Standards corresponding to Italian 4 and teacher recommendation.

The AP Italian Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not on the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Italian Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and

perspectives (values, attitudes, and assumptions that underlie both practices and products).
Italian Advanced Placement develops oral and written fluency in the language and prepares students to take the Advanced Placement test. Specific content includes, but is not limited to, content determined by the Advanced Placement Program guidelines.

Advanced Placement Spanish Language and Culture - Speaker/Non-Speaker
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AICE Spanish Language or appropriate score on placement exam and Spanish instructor's recommendation.
The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Advanced Placement Spanish Literature and Culture
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AP Spanish Language or mastery of Student Performance Standards corresponding to AP Spanish Language and teacher recommendation.
The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The inclusion of "and Culture" in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the Standards Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.
In order to promote depth of student understanding and contextual knowledge, and especially to relieve pressure to cover a considerable breadth of material in one academic year, the required reading list for the course is reduced. With a reading list that is shorter — but certainly no less linguistically and thematically challenging — the course affords greater flexibility in instructional design and allows for more time to be dedicated to incorporating art and other media into the study of literature, and developing students' critical reading, analytical writing, and research skills in Spanish. The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the methods of literary analysis, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many other areas of learning and life.

GLOBAL LEADERS UNITED
Leadership Techniques Honors (GLU 1)
Grade Level: 10
Leadership Strategies Honors (GLU 2)
Grade Level: 11 – 12 (first time in GLU 2)
Approaches to Leadership Honors (GLU 2)
Grade Level: 12th (second time in GLU 2)
Credit: 1.0
PREREQUISITE: Application & Interview Selection Process required for acceptance.
Global Leaders United (GLU) is a course focused on developing highly effective global leadership, management, and professional skills for college and career readiness. Guided by the principle of "Leading the Change and Making it Stick", students transition from theory to practical application throughout the rigorous curriculum. Key areas are divided into four modules: Leadership and Mentoring Global citizenship, College & Career Readiness, and Legacy, Empowerment, & Reflection. A major component is the Community Service and Mentoring requirement, where students tutor other students. The course culminates in the development of a professional portfolio, mock interviews, and college application materials, ensuring students are prepared to immediately drive impact on a global scale.

Module Summary:
I. Leadership & Mentoring: Mastering foundational influence, communication, teamwork, relationship building, tutor training and community service.
II. Global Citizenship: Applying leadership through planning large-scale local events and exploring international impact.
III. College & Career Readiness: Focus on management techniques, academic pathways, career exploration, personal financing, resume building, mock interviews, academic pathways and college preparation.
IV. Legacy, Empowerment, Reflection: Building a lasting impact, ensuring sustainable change, and reflecting on goal setting and personal growth.

ARTS: PERFORMING

Instrumental Ensembles
Grade Level: 9
Band 1
Band 1 Honors
Grade Level: 10
Band 2
Band 2 Honors
Grade Level: 11
Band 3
Band 3 Honors
Grade Level: 12
Band 4
Band 4 Honors
Credit: 1.0
PREREQUISITE: Placement Auditions and instructor's approval.
Band provides students with instruction in the development of technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: production of a characteristic tone on wind and percussion instruments; ensemble performance techniques,

including phrasing, articulation, blend, balance, and intonation; response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation techniques; evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and a listener; responsible participation in music activities; importance of music in everyday life. This course requires extra rehearsals and performances beyond the school day.
SPECIAL NOTE: All Band students are encouraged to participate in Marching Band.
SPECIAL NOTE: This course is co-curricular and will require extra rehearsals and performances beyond the school day as part of the overall grade. Fees required. Satisfies fine arts requirement. Marching Band is considered an outdoor activity and fulfills the .5 credit of PE requirement for graduation.
SPECIAL NOTE: Honors courses require additional performances.

Color Guard / Winter Guard
Eurhythmics 1
Grade Level: 9-12
Eurhythmics 2
Grade Level: 9-12
Eurhythmics 3
Grade Level: 9-12
Eurhythmics 4
Grade Level: 9-12
Credit: 1.0
PREREQUISITE: None
Eurhythmics provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include music terminology, note values, rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and make-up, and safety practices (warm up and cool down). Student performance standards will determine the levels (1-4) of assignment and achievement. This course requires extra rehearsals and performances beyond the school day.
SPECIAL NOTE: All Color Guard/Winter Guard Students must participate in Marching Band.
SPECIAL NOTE: This course will require extra rehearsals and performances beyond the school day as part of the overall grade. Fees required. Will meet graduation requirements for Performing Fine Arts, BF/Gold Seal Only. Satisfies fine arts requirement. Members must be in Marching band and Winter Guard.

Guitar 1
Grade Level: 9-12
Guitar 2
Grade Level: 10-12
Guitar 3
Grade Level: 10-12
Guitar 4 Honors
Grade Level: 10-12
Credit: 1.0
PREREQUISITE: Instructor's approval
This course develops guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques. The content should include, but not be limited to, the following: performance of a variety of guitar literature using appropriate articulations, dynamics, phrasing, tempo, and style; use of proper posture, hand position, fingering, and technique; interpretation of melodic and rhythmic notation in a variety of key signatures and meters; composition, arrangement, and improvisation techniques; analysis and evaluation of individual and ensemble performance; responsible participation in music activities; roles and influence of guitar music and musicians in culture, society, and everyday life.
SPECIAL NOTE: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases.
SPECIAL NOTE: Workbook ($) purchase required for this course.

Rock Ensemble (Guitar)
Grade Level: 10-12
Credit: 1.0
PREREQUISITE: Successful completion of Guitar 1 and instructor's approval.
Students will learn methods of improvisation, phrasing, scales, chords, rhythms, a=fretboard mastery, and sound conception that are essential to rock guitar techniques. The course will explore modes and their use in rock improvisation.

Percussion
Instrumental Ensemble 1
Instrumental Ensemble 2
Instrumental Ensemble 3
Instrumental Ensemble 4 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Auditions and instructor's approval.
Students build 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. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
SPECIAL NOTE: All Percussion students must participate in Marching Band.
SPECIAL NOTE: Honors courses require additional performances.

Jazz Ensemble 1
Jazz Ensemble 2
Jazz Ensemble 3
Jazz Ensemble 4
Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Auditions and instructor's approval.
Students will become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
SPECIAL NOTE: Honors courses require additional performances.

Piano
Keyboard 1
Keyboard 2
Keyboard 3
Keyboard 4 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Level 1 none; Levels 2-4 require Instructor Approval
Keyboard enables students to develop keyboard performance proficiency. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and, improvisation and composition techniques. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of key signatures and meters; use of proper posture, hand position, fingering, and technique performance of a variety of keyboard literature using appropriate articulations, dynamics, phrasing, tempo, and style; composition, arrangement, and improvisation techniques; music theory and notation; analysis and evaluation of individual and ensemble performance; connections between keyboard music and other subject areas; roles and influence of keyboard music and pianists in history, culture, society, and everyday life.
SPECIAL NOTE: Workbook ($) purchase required for this course.

Music Tech & Sound Engineering 1
Grade 9-12
Music Tech & Sound Engineering 2
Grade 10-12
Music Tech & Sound Engineering 3 (H)
Grade 10-12
Music Tech & Sound Engineering 4 (H)
Grade 10-12
Credit: 1.0
PREREQUISITE: Instructor's approval for level 2 & 3.
This is an introductory course designed to explore the fundamentals of producing musical productions. This course deals with cutting edge technology as well as a working knowledge of industry standard equipment. Topics include live sound production, multiple techniques of musical productions. Additional topics included: appropriate use and recording techniques of various sound equipment as well as lighting designs. Other content will include, but not be limited to, the following: scenery construction, costuming, make-up, lighting, sound, set de- sign, maintaining the auditorium.
SPECIAL NOTE: Will meet graduation requirements for Performing Fine Arts, The course requirements contained in this course description are designed for a one credit course. After- school activities, including rehearsals, technical sessions, concert attendance, and other performances may be included as part of this course.

AICE Music AS Level
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Music Instructor's approval required. AICE General Paper and Music Theory Honors highly recommended.
When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to e perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.
SPECIAL NOTE: Students should be proficient on an instrument or voice for performance requirement.

Music Theory Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
SPECIAL NOTE: Prerequisite for AP Music Theory

Advanced Placement Music Theory
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Teacher's approval or Music Theory Honors.
Advanced Placement Music Theory is designed to develop a student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. Much stress will be on the development of fundamental aural, notational, and performance skills. The course will culminate in the taking of the Advanced Placement Music Theory Exam. This course is recommended for only the highest motivated student.

Choral Groups
Grade Level: 9
Chorus 1
Chorus 1 Honors
Grade Level: 10
Chorus 2
Chorus 2 Honors
Grade Level: 11
Chorus 3
Chorus 3 Honors
Grade Level: 12
Chorus 4
Chorus 4 Honors
Credit: 1.0
Chorus provides students with instruction in the development of technical skills in the choral setting. Emphasis will be placed on the development of skills in reading music notation; music theory and composition; individual and ensemble performance techniques; analysis of form, style, and history included in the performance preparation of varied choral literature; and critical listening skills and aesthetic values. The content should include, but not be limited to, the following healthful and musically appropriate vocal tone production techniques; independent interpretation of varied choral literature; application of rhythmic and melodic notation and expressive markings in performance, composing, and improvising; analysis of musical form, varied style periods, and aesthetic perceptions; evaluation of musical performance as a performer and a listener; application of appropriate choral performance techniques; responsible participation in music activities; roles and influence of choral music and musicians in culture, society, and everyday life.
SPECIAL NOTE: This course requires extra rehearsals and performances beyond the school day.
SPECIAL NOTE: Fair share fee required.

Theater – Drama 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: School guidelines.
The purpose of this course is to provide in-depth experiences in the study and practice of theatre arts and literature. The content should include, but not be limited to, the following: overview of the history of theatre and literature of the theatre; introduction to the fundamentals of theatre production, including scenery construction, costuming, lighting, and make-up; and the fundamentals of acting.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

Theater – Drama 2
Grade Level: 9-12
Theater – Drama 3 Honors
Grade Level: 11-12
Theater – Drama 4 Honors
Grade Level: 12
Credit: 1.0
PREREQUISITE: Teacher recommendation and school guidelines.
The purpose of this course is to provide for the development of intermediate skills useful to the study and practice of theatre arts. The content should include, but not be limited to, the following: reading and interpretation of dramatic literature; techniques and mechanics of acting; set, costume, and lighting design; other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

AICE Drama AS
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of AICE General Paper and Drama teacher (Ms. Lutwin) signature required.
Cambridge AS Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.
SPECIAL NOTE: May require after-school rehearsals.
SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

Musical Theater 1
Musical Theater 2
Musical Theater 3
Musical Theater 4 (H)
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Level 1 requires Drama 1 and Chorus 1 with Director's permission. Level 2 requires level 1 and Director's permission.
Musical Theater provides an opportunity to study and perform scenes from varied styles of musical theater with special attention to the fundamentals of stage movement, acting, characterization, and all other aspects of the production of a musical. The content should include, but not be limited to, the following: performance and auditioning techniques (dance, acting, singing); music theory and sight singing; production techniques (lighting, sound, set design, costuming, make-up, stage direction); analysis and evaluation of musical theater performance; vocational and recreational pursuits in musical theater; connections between musical theater and other subject areas; role and influence of musical theater in history, culture, society, and individual lifestyles.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Students will be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.
SPECIAL NOTE: The course requirements contained in this course description are designed for a one credit course. This Course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases.

Technical Theater - Design & Production 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.
SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

ARTS: VISUAL

Visual Technology 1
Visual Technology 2
Visual Technology 3 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: 2D Studio Art course or Art teacher approval.
Students will explore the fundamental concepts, terminology, techniques, and applications using traditional drawing and sculpting and then animation of these using digital imaging to create original work. Students produce animated digital images through the use of computers. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Ceramics - Pottery 1
Ceramics – Pottery 1 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: 3D Art recommended but not required.
Ceramics/Pottery 1 provides a recognition of properties, limitations and possibilities of clay, a basic understanding of clay construction through hand-building techniques, investigation of decorating techniques and demonstration of skill with ceramic tools. The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques. This course incorporates hands-on activities and consumption of art materials. Students will also learn how to analyze and interpret ceramic works of art.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Ceramics - Pottery 2
Ceramics – Pottery 2 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Ceramics/Pottery 1 and Art teacher approval
Ceramics/Pottery 2 will include the investigation of the ceramic process via various utilitarian and non-utilitarian projects, the combining of several elements into a new form or whole, the development of a sensitivity to clay, and will include the practice and successful use of forming techniques. Skills using potter's tools will be required for the production of clay pieces, including coil, slab and pinch methods. The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non-functional works of ceramics and pottery using intermediate-level hand-building and basic wheel-throwing techniques. This course incorporates hands on activities and consumption of art materials. Students will also learn how to analyze and interpret ceramics works of art.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Ceramics - Pottery 3 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Ceramics/Pottery 2 or Art teacher approval.
The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non-functional works of ceramics and pottery using advanced hand-building, intermediate-level wheel-throwing, and firing techniques. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Creative Photography 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: none
Creative Photography 1 provides for the study of black and white photography. Students will study the history of photography, cameras, digital imagery and darkroom processing. The purpose of this course is to enable students to develop fundamental skills in photographic imagery, processes, and techniques. This course incorporates hands-on activities and consumption of relevant art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Creative Photography 2
Creative Photography 2 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Creative Photography 1 and Art teacher approval.
Creative Photography 2 provides for a study of photography as a visual communication which can be discussed in terms of technical as well as aesthetic qualities. Laboratory work will continue content of Creative Photography 1, with more advanced control

of lighting. The purpose of this course is to enable students to further develop skills in photographic imagery, processes, and techniques. This course incorporates hands-on activities and consumption of relevant art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Creative Photography 3 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Creative Photography 2 or Art teacher approval.
Creative Photography 3 provides experiences with advanced photographic processes. Photographic compositional skills and technical quality are stressed. Content will be covered through independent photo assignments with ongoing evaluation of negatives, contact prints, prints, and mounting prints.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Digital Art Imaging 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: 2D Studio Art 1
Digital Art Imaging 1 provides for hands-on experience with available computer hardware and graphics software. Students will explore the use of computer graphics in applied design and fine art. Students will produce and present a sequential graphics program. The purpose of this course is to enable students to use digital technology to create works of art that reflect knowledge of the elements of art and principles of design.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Digital Art Imaging 2 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Digital Art Imaging 1 or Visual Technology 1 and Art teacher approval
Digital Art Imaging 2 will provide students with experiences in the identification and in-depth investigation of the applied graphic design skills. Students will build on skills and concepts learned in Digital Art Imaging 1 to solve real world design problems.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

Digital Art Imaging 3 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Digital Art Imaging 2 and Art teacher approval.
Digital Art Imaging 3 will provide students with experiences in the applications of computer-generated imagery to job related skills in the design industry. Students will explore and develop expressive ideas utilizing available technology. The purpose of this course is to further understand the use of visual technology and critical analysis.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

2D Studio Art 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Students experiment with the media and techniques used to create a variety of two-dimensional (2D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

2D Studio Art 2
2D Studio Art 2 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: 2D Studio Art 1 or Art teacher approval
Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

2D Studio Art 3 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: 2D Studio Art 2 and Art teacher approval
Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

3D Studio Art 1
3D Studio Art 1 Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and papier-mâché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.
SPECIAL NOTE: Honors level will require additional coursework.

3D Studio Art 2
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: 3D Studio Art 1 or Art teacher approval.
Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, papier-mâché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

3D Studio Art 3 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: 3D Studio Art 2 and Art teacher approval
Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Portfolio Development 2D Design - Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Creative Photography 3 or 2D Studio Art 3 & Art teacher approval
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. This course corresponds exclusively with AP Art and Design or AICE Art and Design.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Portfolio Development 3D Design - Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Level 3 Art Course 3 and teacher approval.
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Portfolio Development Drawing - Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Level 3 Art Course and teacher approval.
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. This course corresponds exclusively with AP Art and Design or AICE Art and Design.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Advanced Placement 2D Art & Design
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Level 3 Art Course and teacher approval.
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios

include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Advanced Placement Art - Drawing Credit: 1.0
Grade Level: 10-12
PREREQUISITE: 2D Studio Art 3 and Art teacher approval
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Advanced Placement 3D Art & Design
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: 3D Studio Art 3 or Ceramics 2 and Art teacher approval
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

Advanced Placement Art History
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Language Arts' Teacher's Signature Required. It is recommended that student has a 4 or 5 on the FSA Language Arts test or equivalent instrument.
The AP offering in Art History is designed to provide the same benefits to secondary students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Major forms of artistic expression from the past and the present are examined and students will learn to look at art critically, with intelligence and sensitivity, and to analyze what they see. Study will be enhanced through the use of the latest available technology and hands-on projects.
SPECIAL NOTE: Fair share fee required.

AICE Art & Design AS
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of 2D Studio Art 2 and Art Teacher approval
A course of study in Art and Design should actively seek to develop the following abilities and qualities: the ability to perceive, understand and express concepts and feelings; the ability to record from direct observation and personal experience; the ability to communicate by using appropriate materials and techniques in a disciplined way; experimentation, innovation and the use of intuition and imagination; critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way; confidence, initiative and a sense of adventure and achievement; the acquisition of a relevant working vocabulary; and an awareness and appreciation of the interdependence of Art and Design and the individual within cultural contexts.
SPECIAL NOTE: Fair share fee required.
SPECIAL NOTE: Will meet graduation requirement for Performing Fine Arts.

CAREER EDUCATION

The programs listed below are designed for students to take a series of courses in a particular area. Students completing programs and who meet grade requirements may be eligible for scholarships and possible college credit.

1. BUSINESS MANAGEMENT & ANALYSIS
2. HOSPITALITY & TOURISM MGMT
3. MARKETING
4. SPORTS, RECREATION, & ENTERTAINMENT MARKETING
5. AICE BUSINESS
6. APPLIED CYBER SECURITY
7. ENGINEERING TECHNOLOGY
8. HEALTH SCIENCE ACADEMY
9. BIOMEDICAL SCIENCE ACADEMY
10. INTERIOR DESIGN
11. DIGITAL VIDEO TECHNOLOGY
12. GAME/SIMULATION/ANIMATION VISUAL DESIGN
13. EARLY CHILDHOOD EDUCATION
14. SGA / CIVICS LEADERSHIP ACADEMY

BUSINESS MANAGEMENT & ANALYSIS

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business Management and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster. The content includes but is not limited to communication skills, forms of business ownership and organizational structures, supervisory /management functions and skills, accounting concepts and practices, business law concepts, leadership skills, business ethics, governmental regulations, human resources and management issues, financial and data analysis, database development and queries, and career development. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum. Membership in DECA and quarterly fundraising are required.

1. Business and Entrepreneurial Principles Honors (9-12)
2. Accounting Applications 1 Honors (10-12)
3. Management and Human Resources Honors (10-12)
4. Business Analysis Honors (10-12)

Business and Entrepreneurial Principles Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
This course is designed to provide an introduction to 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 job readiness and career development. The use of computers is an integral part of this program.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Accounting Applications 1 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Business and Entrepreneurial Principles Honors
This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Management and Human Resources Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Accounting Applications 1 Honors
This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include: management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Business Analysis Honors / Virtual Enterprise
Credit: 1.0
Grade Level: 10 -12
PREREQUISITE: Management and Human Resources
This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

HOSPITALITY & TOURISM MANAGEMENT

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster. The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum. Membership in DECA and quarterly fundraising are required.

Hospitality & Tourism Entrepreneurship Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: **Introduction to Hospitality & Tourism and Hospitality & Tourism Marketing Management Honors**
The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

MARKETING

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

Marketing Essentials
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communications, math and economic skills. The fundamentals of marketing and selling are also included. Learning activities, within and outside of the classroom, are an integral part of this program. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum.
SPECIAL NOTE: Successful completion of this four-course program is one of the requirements for the Vocational Gold Seal Endorsement and will allow students to earn credit at Broward College, after the completion of specified courses at the community college level.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Marketing Applications - Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Marketing Essentials or concurrent enrollment
This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum.
SPECIAL NOTE: Successful completion of the four-course program is one of the requirements for the Vocational Gold Seal Endorsement and will allow students to earn credit at Broward College, after the completion of specified courses at the community college level.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Marketing Management - Local Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Marketing Essentials or concurrent enrollment but must have completed Marketing Essentials.
Marketing Management provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills reoccupations. On-the-job experiences are provided which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Business Analysis Honors / Virtual Enterprise
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Sports, Recreation & Entertainment Management Honors
This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination

SPORTS, RECREATION & ENTERTAINMENT MARKETING

This program offers a sequence of courses that prepare for further education and careers in the sport, recreation and entertainment marketing and sales industry; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, a higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of sport, recreation and entertainment marketing occupations. The program includes courses:

1. Sports, Recreation & Entertainment Essentials
2. Sports, Recreation & Entertainment Applications
3. Sports, Recreation & Entertainment Marketing Management
4. Business Analysis / VE Honors

Sports, Recreation & Entertainment Essentials
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communications, math and economic skills. The fundamentals of marketing and selling are also included. Learning activities, within and outside of the classroom, are an integral part of this program. DECA, an International student association, is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom instruction. DECA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum.
SPECIAL NOTE: Successful completion of this four-course program is one of the requirements for the Vocational Gold Seal Endorsement and will allow students to earn credit at Broward College, after the completion of specified courses at the community college level.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination

Sports, Recreation & Entertainment Applications - Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Sports, Recreation & Entertainment Essentials
This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination

Sports, Recreation & Entertainment Marketing Management Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Sports, Recreation & Entertainment Applications – Local Honors
This course provides instruction for career sustaining level employment in the sport, recreations and entertainment marketing and sales industry. The content includes applied skills related to the sport, recreation and entertainment marketing functions and industries including employment skills required for success in sport, recreation and entertainment and career planning as related to the sport, recreation and entertainment industry.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination

Business Analysis Honors / Virtual Enterprise
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Sports, Recreation & Entertainment Management Honors
This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination

DECA ADVANCED ACADEMICS

Advanced Placement Business & Personal Finance
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Business & Entrepreneurship Principles. In addition, successful completion of or concurrent placement in one of the following: AICE General Paper, AP English Language or AICE English Language. Instructor's approval required.
AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Education and the Jump$tart Coalition for Personal Financial Literacy
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.

AICE Business AS Level
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Principles of Entrepreneurship or Marketing Essentials suggested. In addition, successful completion of or concurrent placement in one of the following: AICE General Paper, AP English Language or AICE English language. AICE instructor's approval required.

The AICE Business syllabus enables learners to develop the capacity to analyze characteristics and activities of business organizations and how they respond to the changing demands of their environments; an understanding of how effective managers and leaders develop successful organizations in terms of customer focus and the products/services they offer; the opportunity to reflect on how successful business organizations engage in financial and accounting practices to maximize value for stakeholders value; development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success; and a solid foundation for further study. The following topics are covered in the AS level course: (1) Business and its environment - Enterprise, Business Structure, Size of Business, Business Objectives, and Stakeholders in a business; (2) People in Organizations - Management and Leadership, Motivation, and Human Resource Management; (3) Marketing - What is Marketing, Market Research, and The Marketing Mix; (4) Operations and Project Management - The Nature of Operations, Operations Planning, and Inventory Management; and (5) Finance and Accounting - The Need for Business Finance, Sources of Finance, Costs, Accounting Fundamentals, Forecasting Cash Flows and Managing Working Capital. DECA is the appropriate career and technical student organization for proving co-curricular leadership training and reinforcing specific career and technical skills. DECA membership is strongly encouraged.
SPECIAL NOTE: Teacher signature required. Interview selection process and application required. Teacher signature on course selection card does not guarantee acceptance.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.

AICE Business A Level
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Business AS Level and Instructor's approval.
The AICE Business syllabus enables learners to develop the capacity to analyze characteristics and activities of business organizations and how they respond to the changing demands of their environments; an understanding of how effective managers and leaders develop successful organizations in terms of customer focus and the products/services they offer; the opportunity to reflect on how successful business organizations engage in financial and accounting practices to maximize value for stakeholders value; development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success; and a solid foundation for further study. The following topics are covered in the A level course: (1) Business and its environment - Enterprise, Business Structure, Size of Business, Business Objectives, Stakeholders in a business, and External Influences on Business Activity; (2) People in Organizations - Management and Leadership, Motivation, Human Resource Management, Organizational Structure, and Business Communication; (3) Marketing - What is Marketing, Market Research, The Marketing Mix; Marketing Planning, and Globalization and International Marketing. (4) Operations and Project Management - The Nature of Operations, Operations Planning, Inventory Management; Capacity Utilization, Lean Production and Quality Management, and Project Management; (5) Finance and Accounting - The Need for Business Finance, Sources of Finance, Costs, Accounting Fundamentals, Forecasting Cash Flows and Managing Working Capital, Budgets, Contents of Published Accounts, Analysis of Published Accounts, and Investment Appraisal; and (6) Strategic Management - What is Strategic management, Strategic Analysis, Strategic Choice, and Strategic Implementation. DECA is the appropriate career and technical student organization for proving co-curricular leadership training and reinforcing specific career and technical skills. DECA membership is strongly encouraged.
SPECIAL NOTE: Teacher signature required. Interview selection process and application required. Teacher signature on course selection card does not guarantee acceptance.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.

AICE Global Perspective / Business AS
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: AICE instructor's approval AND successful completion of AICE Business or 2 consecutive years of DECA related courses AND the successful completion (A or B) of one of the following courses: AICE General Paper, AICE English Language, AP English Language. Taking one of these courses concurrently DOES NOT satisfy the prerequisite.
Through the study of global issues students will explore different and controversial perspectives. Emphasis on thinking and reasoning skills as well as public speaking and communication skills. Students will develop writing and research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information, and construct their own arguments. This course meets all AICE Global Perspectives requirements. In addition, each student will do an individual Research Project.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required. Interview selection process and application required.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Global Perspective / Business A
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Successful completion of AICE Business or 2 consecutive years of DECA related courses.
This course builds upon the research and analytical skills developed in the AS Level of Global Perspectives & Research. Working independently, the student designs, conducts, reports, and evaluates an original research study.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required. Interview selection process and application required.
SPECIAL NOTE: Recommended for students seeking the Cambridge Diploma specifically.

AICE Travel & Tourism AS
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Intro to Hospitality & Tourism is suggested; In addition, successful completion of AICE General Paper, AICE English Language or AP English Language; Application & AICE teacher's approval.
This course enables learners to understand the concepts and theories in travel and tourism and recognize their impact on people, environments, and economies. It also develops learners' practical and research skills through planning and organizing an actual tourism event, which will contribute to their further study and working in the industry.
SPECIAL NOTE: Membership in DECA and quarterly fundraising are required.

APPLIED CYBER-SECURITY

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and cybersecurity-related careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of cybersecurity. The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security. Business Professionals of America (BPA) is the appropriate career and technical education student organization for providing leadership training, and for reinforcing classroom

instruction. BPA shall be an integral part of this co-curricular program, and the activities of the organization are defined as part of the curriculum.

Membership in BPA and quarterly fundraising are required.

1. Computer and Network Security Fundamentals Honors
2. Cyber-security Essentials Honors
3. Operational Cyber-security Honors
4. Cyber-Security Planning & Analysis Honors

Computer and Network Security Fundamentals Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.
SPECIAL NOTE: Membership in Cybersecurity Club and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Cyber-Security Essentials Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Computer and Network Security Fundamentals Honors
This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.
SPECIAL NOTE: Membership in Cybersecurity Club and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Operational Cyber-Security Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Cyber-Security Essentials Honors
This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.
SPECIAL NOTE: Membership in Cybersecurity Club and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Cyber-Security Planning & Analysis Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Operational Cyber-Security Honors
This course focuses on the mitigation planning, disaster recovery, business continuity planning, and forensic analysis associated with securing computer environments. Many of the standards covered in this framework are based on or aligned with guidelines published by the Computer Security Division of the National Institute of Standards and Technology (NIST).
SPECIAL NOTE: Membership in Cybersecurity Club and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Advanced Placement Cybersecurity
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Successful completion of Computer & Network Security Fundamentals Honors and Instructor Approval
AP Cybersecurity is a yearlong high scho9ol course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

ENGINEERING TECHNOLOGY

The Engineering Technology program offers students the opportunity to learn and create a variety of hands-on projects. Technology studies focus on CAD, CAM, engineering structures, research and design, and 3D modeling. Skills USA is the appropriate career and technical student organization for proving co-curricular leadership training and reinforcing specific career and technical skills. Courses Include:

1. Intro to Engineering Design Honors
2. Principles of Engineering Honors
3. Computer Integrated Manufacturing Honors
4. Engineering Design & Development Honors

Intro to Engineering Design Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
This course provides students with a foundation of knowledge and technically oriented experiences in the study of the engineering field. Students will use teaching concepts to study various engineering technologies. This course satisfies the computer requirement needed for graduation. The program consists of Introduction to Engineering Design, Principals of Engineering, and Computer Integrated Manufacturing.
SPECIAL NOTE: Membership in SkillsUSA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Principles of Engineering Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Introduction to Engineering
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.
SPECIAL NOTE: Membership in SkillsUSA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Computer Integrated Manufacturing Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Principles of Engineering
This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs.
SPECIAL NOTE: Membership in SkillsUSA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Engineering Design and Development Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Introduction to Engineering, Principles of Engineering, & Computer Integrated Manufacturing
The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.
SPECIAL NOTE: Membership in SkillsUSA and quarterly fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

HEALTH SCIENCE ACADEMY

The health science program is designed for students who are interested in pursuing a health care career. Four courses compromise this program:

1. Health Science Anatomy & Physiology Honors
2. Health Science Foundations Honors
3. Allied Health Assisting 3 Honors
4. Health Science Directed Study with Electrocardiograph Technician 3 Honors

Medical Academy: Future Health Professionals is the appropriate career and technical student organization for providing co-curricular leadership training and reinforcing specific career and technical skills. Membership in Medical Academy and fundraising are required.

Health Science Anatomy and Physiology Honors
Credit: 1.0
Grade Level: 9 -12
This course includes scientific concepts relating to health care based on structure and function of body systems in relation to health and disease. Topics include anatomy and physiology, medical terminology, and pathophysiology.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.

Health Science Foundations Honors
Credit: 1.0
Grade Level: 10-11
PREREQUISITE: Health Science Instructor approval. Must have completed Health Science Anatomy and Physiology Honors.
This course includes common skills performed by health care workers in hospitals, nursing homes and other health care agencies. Classroom laboratory and off campus experiences are correlated with theory.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.

Allied Health Assisting 3 Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Health Science instructor approval. Must have completed Health Science Anatomy & Physiology and Health Science Foundations.
In this course, students will learn relevant technical knowledge and skills needed to prepare for further education and careers in Health Care. This course provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Health Science Directed Study Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Health Science instructor approval. Completion of Health Science A&P, Health Science Foundations Honors, and Allied Health Assisting 3 Honors.
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for shadowing, observation, networking and employment in the career field chosen by the student.
SPECIAL NOTE: This course is given in conjunction with Electrocardiograph Technician 3 Honors to allow travel time to off campus facility.
SPECIAL NOTE: Students will be required to find an independent study site / off campus facility related to Health care as well as provide their own transportation.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Electrocardiograph Technician 3 Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Health Science instructor approval. This course may be taken only by a student who is currently completing Health Science Directed Study Honors. Transportation Required.
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. Students will be preparing for an industry certification exam as a Certified Electrocardiograph Technician (CET). Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Technician.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

BIOMEDICAL SCIENCE ACADEMY

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical/health care field. The program includes four courses:

- Principles of Biomedical Sciences – Honors
- Human Body Systems – Honors
- Medical Interventions – Honors
- Biomedical Innovation – Honors with Electrocardiograph Tech 3 Honors

Principles of Biomedical Science Honors
Credit: 1.0
Grade Level: 9-10
PREREQUISITE: Biology Honors (taken or taking concurrently)
Students investigate the human body systems and various health conditions. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, & defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, & the relationship of structure to function are also incorporated
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.

Human Body Systems Honors
Credit: 1.0
Grade Level: 10-11
PREREQUISITE: Principles of Biomedical Science
Students examine the interactions of body systems as they explore identity, communication, power, movement, protections, 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 actions, 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.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.

Medical Interventions Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Human Body Systems Honors
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 as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Laboratory investigations that include scientific inquiry, research,

measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Biomedical Innovation Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Medical Interventions
In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.
SPECIAL NOTE: This course is given in conjunction with Electrocardiograph Technician 3 Honors to allow travel time to off campus facility.
SPECIAL NOTE: Students will be required to find an independent study site/off campus facility related to Health care as well as provide their own transportation.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Electrocardiograph Technician 3 Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Biomedical Science instructor approval. This course may be taken only by a student who is currently completing Biomedical Innovation Honors. Transportation Required.
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. Students will be preparing for an industry certification exam as a Certified Electrocardiograph Technician (CET). Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Technician.
SPECIAL NOTE: Membership in Medical Academy and fundraising are required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

INTERIOR DESIGN

The Interior Design Services program (grades 9-12) is designed to prepare students for initial employment or continued study in the Interior Design/Decorating industry. This program focuses on broad transferable skills and stresses the understanding and demonstration of the following aspects of the residential design and decoration industry: planning, management, finance, technical and production skills; underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. Interior Design Club (IDC) is the appropriate student organization for providing co-curricular leadership training and reinforcing specific course skills.

Design Services Core (1)
Credit 1.0
Grades 9-12
PREREQUISITE: None
This course is the core course of the Interior Design Service program. It is designed to develop competencies in the area of the interior design/decorating industry. It includes essential basic skills for working in design services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship of human factors to design services, safe use of tools and equipment, and selection of appropriate materials. Interior Design Club is the appropriate student organization for providing co-curricular leadership training and reinforcing specific course skills.
SPECIAL NOTE: Membership in IDC and annual fundraising is required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Principles of Interior Design (2)
Credit 1.0
Grades 10-12
PREREQUISITE: Design Services Core
This course is the second course in the Interior Design Services program. It is designed to further develop competencies in the area of the interior design services. It includes employment opportunities in interior design services, basic skills essential to working in this industry, employability skills, the elements and principles of design, sales techniques and entrepreneurship. Interior Design Club is the appropriate student organization for providing co-curricular leadership training and reinforcing specific course skills.
SPECIAL NOTE: Membership in IDC and annual fundraising is required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Interior Design Techniques (3)
Credit 1.0
Grades 11-12
PREREQUISITE: Principles of Interior Design
This is the third course in the Interior Design Services program. It is to further develop competencies in the area of interior design services. It includes components of the design process, the effect of history and culture on design, sketching and free hand drawing, the impact of human, environmental and ergonomic factors on design, rendering techniques, and the development of a design project. Interior Design Club is the appropriate student organization for providing co-curricular leadership training and reinforcing specific course skills.
SPECIAL NOTE: Membership in IDC and annual fundraising is required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Interior Design Specialist (4) Honors
Credit 1.0
Grades 11-12
PREREQUISITE: Interior Design Techniques
This course is the fourth course in the Interior Design Services program. It is designed to develop competencies in the area of interior design services. This course focuses on four specialty areas of interior design services: kitchen and bath planning; floor, wall, and window treatments; furniture, lighting and accessories; and audio visual and security systems. Students will select on one of those specialty areas and will be expected to follow the performance standards for that area. Students will develop a design project and finalize and submit a portfolio.
Interior Design Club is the appropriate student organization for providing co-curricular leadership training and reinforcing specific course skills.
SPECIAL NOTE: Membership in IDC and annual fundraising is required.
INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

Television Production

Television Production 1 Honors
Television Production 2 Honors
Television Production 3 Honors
Television Production 4 Honors
Television Production 5 Honors
Television Production 6 Honors
Television Production 7 Honors
Television Production 8 Honors
Aftershock Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Teacher approval required for Levels 2-8
The purpose of this program (grades 9-12) is to prepare students for initial employment as

television production operators, television broadcast technicians, camera operator, all other professional/para-professional technicians, video recording engineers, audio recording engineers. The content should include, but is not be limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of television studio activities including: scripts, lighting, filming and directing, electronic news gathering, and field production. SkillsUSA is the appropriate career and technical student organization for providing co-curricular leadership training and reinforcing specific course skills. Student will complete Adobe Certification for Industry Credentials

SPECIAL NOTE (Aftershock): Teacher signature required. Interview selection process and application required. Teacher signature on course selection card does not guarantee acceptance.

SPECIAL NOTE: Membership in CBTV/SkillsUSA and quarterly fundraising are required.

INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry examination.

GAME/SIMULATION/ANIMATION VISUAL DESIGN

This program offers a sequence of project-based courses that prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

Courses Include:

1. Game & Simulation Foudations – LH
2. Game & Simulation Design – LH
3. Game & Simulation Graphic Artist - LH

Game & Simulation Foundations – Local Honors
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game of simulation application; storyboarding techniques and development tools.

SPECIAL NOTE: Membership in the ESPORTS club is required.

INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry certification.

Game & Simulation Design – Local Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: None

This course covers fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

SPECIAL NOTE: Membership in the ESPORTS club is required.

INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry certification.

Game & Simulation Audio/Sound Effects – Local Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Game & Simulation Design

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

SPECIAL NOTE: Membership in the ESPORTS club is required.

INDUSTRY CERTIFICATION: Earned with successful completion of program and passing mark on the industry certification.

EARLY CHILDHOOD EDUCATION

Early Childhood Education 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None

This course introduces the world of early childhood education. Topics include childcare rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, and technology use.

SPECIAL NOTE: This course is co-curricular with FFEA. Students encouraged to earn volunteer hours with children 5 years or under.

Early Childhood Education 2
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: Early Childhood Education 1 (taken or taking concurrently)

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, history of school-age childcare, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement.

SPECIAL NOTE: This course is co-curricular with FFEA. Students encouraged to earn volunteer hours with children 5 years or under.

INDUSTRY CERTIFICATION: Required; CDA earned with successful completion of hours and passing mark on the industry examination

Early Childhood Education 3 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Early Childhood Education 2 (taken or taking concurrently)

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, language use & acquisition, emergent literacy, creative expression, classroom management techniques, observation data, and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Childcare Training coursework. Students will continue working directly with children to complete the ECPC work experience requirement.

SPECIAL NOTE: This course is co-curricular with FFEA. Students required to earn volunteer hours with children 5 years or under.

INDUSTRY CERTIFICATION: Required. CDA earned with successful completion of hours and passing mark on the industry examination

Early Childhood Education 4 Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Early Childhood Education 1, 2, 3 (taken or taking concurrently)

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, recognizing cultural differences when planning activities, community resources, classroom management, pediatric first aid, inclusion of children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from

the DCF 40-hour Introductory Childcare Training coursework. Students will have completed the ECPC 480-hour work experience requirement by the end of this course and have earned their CDA credential.

SPECIAL NOTE: This course is co-curricular with FFEA. Students required to earn volunteer hours with children 5 years or under.

INDUSTRY CERTIFICATION: Required. CDA earned with successful completion of hours and passing mark on the industry examination

Early Childhood Education 5 Honors
(Foundations of Curriculum and Instruction)
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Early Childhood Education 2, 3, 4 (taken or taking concurrently)

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

SPECIAL NOTE: This course is co-curricular with FFEA. Students required to earn volunteer hours with children 5 years or under.

INDUSTRY CERTIFICATION: Required. CDA earned with successful completion of hours and passing mark on the industry examination

Early Childhood Education 6 Honors
(Foundations of Curriculum and Instruction)
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Early Childhood Education 4, 5 (taken or taking concurrently)

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

SPECIAL NOTE: This course is co-curricular with FFEA. Students required to earn volunteer hours with children 5 years or under.

INDUSTRY CERTIFICATION: Required. CDA earned with successful completion of hours and passing mark on the industry examination

STUDENT GOVERNMENT ASSOCIATION / CIVICS LEADERSHIP ACADEMY

This program offers a sequence of courses that provides students with skills and tools to become strong student leaders. Course provides technical skill proficiency, and including competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills. Additional skills include project planning, goal setting, time management, organization, communication and others.

Courses Include:

1. Leadership Skills Development – LH with Public Service Leadership
2. Public Service Communications (H) with Project Mgmt & Experiential Learning in Public Service (H)
3. Leadership Techniques (H)
4. Leadership Strategies (H)
5. Approaches to Leadership (H)
6. Executive Internship

Leadership Skills Development – Local Honors / Public Service Leadership - Honors
Credit: 0.5 each (1.0 total)
Grade Level: 9-12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

The content should include, but not be limited to, the following: study in self-understanding; development in such areas as goal setting, self-actualization, and assertiveness; study of organizational theories and management

Public Service Communications with Project Management & Experiential Learning in Public Service - Honors
Credit: 0.5 each (1.0 total)
Grade Level: 10-12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.

The course is a leadership program designed to develop competencies in public service communication. The course is also designed to develop competencies in project management readiness and experiencing public service. Students will also be involved in public service through a combination of project management, service learning and volunteerism and other experiential learning opportunities. Students will complete an entry level project management CTE curriculum which is useful across a wide range of career paths, including public service.

INDUSTRY CERTIFICATION: Required. PMI earned with successful completion of program and passing mark on the industry examination

Leadership Techniques Honors
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.

This course continues the skills taught in the Personal, Career, and School 0615149131Development course. The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding; development in such areas as goal setting, self-actualization, and assertiveness; study of organizational theories and management

Leadership Strategies Honors
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building; enhanced leadership skills and the ability to function in both a group setting and the community.

Approaches to Leadership Honors
Credit: 1.0
Grade Level: 12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: development in areas such as self-esteem, goal setting, and character building; enhanced leadership skills and the ability to function in both a group setting and the community.

Executive Internship
Credit: 1.0
Grade Level: 12
PREREQUISITE: Application & Interview Selection Process required for acceptance. Info at Lightning Activities Canvas Course.
The purpose of this course is to provide a practical hands-on experience of project planning management.

PHYSICAL EDUCATION & HEALTH

Basketball 1
PREREQUISITE: None
Basketball 2
PREREQUISITE: Basketball 1
Basketball 3
PREREQUISITE: Basketball 2
Credit: 1.0
Grade Level: 9-12
Basketball 1 provides students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain their personal fitness. The content includes in-depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities. Basketball 2-3 will extend the knowledge of basketball activities and further develop safety practices.

Personal Fitness / Team Sports 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
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.
SPECIAL NOTE: This course is paired with Team Sports 1.
SPECIAL NOTE: This course satisfies the graduation requirement for physical education.

Soccer 1
PREREQUISITE: None
Soccer 2
PREREQUISITE: Soccer 1
Soccer 3
PREREQUISITE: Soccer 2
Credit: 1.0
Grade Level: 9-12
Soccer 1 provides students with opportunities to acquire knowledge and skills in soccer that may be used in recreational pursuits today as well as in later life and/or improve their personal fitness. The contents include in-depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer activities. Soccer 2-3 will extend the knowledge of soccer and further develop skills

Volleyball 1
PREREQUISITE: None
Volleyball 2
PREREQUISITE: Volleyball 1
Volleyball 3
PREREQUISITE: Volleyball 2
Credit: 1.0
Grade Level: 9-12
Volleyball provides students with opportunities to acquire knowledge and skills in volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content includes in-depth knowledge and application of skills, techniques, strategies of team play, rules and safety practices necessary to participate in beginning volleyball, and knowledge of the organization and administration of volleyball activities.

Weight Training 1
PREREQUISITE: None
Weight Training 2
PREREQUISITE: Weight Training 1
Weight Training 3
PREREQUISITE: Weight Training 2
Credit: 1.0
Grade Level: 9-12
Weight Training 1 provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Fitness Issues extends the knowledge of health-related fitness concepts, helps the student acquire knowledge about selected adolescent issues related to fitness and personal appearance and helps the student improve health-related fitness. Weight Training 2 - 3 will extend the knowledge of soccer and further develop skills.

JROTC – U.S. ARMY

Leadership Education and Training 1
Credit: 1.0
Grade Level: 9-12
PREREQUISITE: None
Topics to be included are citizenship, Army customs and courtesies, techniques of oral communication, leadership, fitness, drill and ceremonies, first aid, substance abuse, map reading, American history, safety, and physical fitness.
SPECIAL NOTE: Class fees required: Cadet fee of $75, Raider Team activity fee of $100, Drill Team activity fee of $100. Quarterly fundraising is required.
SPECIAL NOTE: Uniform for physical training is required. Dress uniform is required every other week.

Leadership Education and Training 2
Credit: 1.0
Grade Level: 10-12
PREREQUISITE: Leadership Education and Training 1
Topics to be included are written expressions, principles and methods of instruction, leadership, ethics, management skills, first aid, CPR, map reading, American military history, American citizenship and values, career opportunities, the role of the U.S. Army, technology awareness, safety, and physical fitness. Honors credit is available to those cadets who fill student leadership positions based on their evaluated potential.
SPECIAL NOTE: Class fees required: Cadet fee of $75, Raider Team activity fee of $100, Drill Team activity fee of $100. Quarterly fundraising is required.
SPECIAL NOTE: Uniform for physical training is required. Dress uniform is required every other week.

Leadership Education and Training 3
Credit: 1.0
Grade Level: 11-12
PREREQUISITE: Leadership Education and Training 2
Topics to be included are interpersonal communication, leadership values and skills, leadership assessment, human relations, physical fitness, drill and ceremonies, saber drill, preventing and treating common emergencies, stress, depression and anxiety, substance abuse, use of the compass, military symbols and graphics, American military history, the federal judicial system, the Department of Justice, military justice and law enforcement, career opportunities, control of the Armed Forces, technology awareness, and safety. Honors credit is available to those cadets who fill student leadership positions based on their evaluated potential.
SPECIAL NOTE: Class fees required: Cadet fee of $75, Raider Team activity fee of $100, Drill Team activity fee of $100. Quarterly fundraising is required.
SPECIAL NOTE: Uniform for physical training is required. Dress uniform is required every other week.
SPECIAL NOTE: Honors component available for staff position (application & interview selection process required).

Leadership Education and Training 4
Credit: 1.0
Grade Level: 12
PREREQUISITE: Leadership Education and Training 3
Topics to be included are techniques of communication, leadership, physical fitness, substance abuse, American military history, ethics dilemmas, command and staff procedures, job-finding techniques, ethics in the military, decision making, leadership on the drill field, and coaching the new marksman. Honors credit is available to those cadets who fill student leadership positions based on their evaluated potential.

SPECIAL NOTE: Class fees required: Cadet fee of $75, Raider Team activity fee of $100, Drill Team activity fee of $100. Quarterly fundraising is required.
SPECIAL NOTE: Uniform for physical training is required. Dress uniform is required every other week.
SPECIAL NOTE: Honors component available for staff position (application & interview selection process required).

AVIATION

Aerospace Technologies 1
Credit: 1.0
Grade Level: 9-10
PREREQUISITES: None
This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions.
SPECIAL NOTE: Club fee of $50. Membership in club is optional, but quarterly fundraising is required.

Dual Enrollment

Intro to Aeronautical Sciences
Credit: 0.5
Grade level: 10-12
PREREQUISITE: None
An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety.
SPECIAL NOTE: This course is linked with Unmanned Aerial Vehicles & Systems.
SPECIAL NOTE: This course is presented in partnership with *Embry Riddle Aeronautical University – Gaetz Aerospace Institute*. Upon successful completion, students will earn 3 undergraduate credits.

Unmanned Aerial Vehicles & Systems
Credit: 0.5
Grade level: 10-12
PREREQUISITE: None
This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.
SPECIAL NOTE: This course is linked with Intro to Aeronautical Sciences.
SPECIAL NOTE: This course is presented in partnership with *Embry Riddle Aeronautical University – Gaetz Aerospace Institute*. Upon successful completion of the curriculum, students will earn 3 undergraduate credits and an industry certification for Unmanned Aircraft Systems (i.e. "drones") by USI (Note: this is a different certification than the FAA Part 107 Certificate).

Private Pilot Operations
Credit: 1.0
Grade level: 10-12
PREREQUISITE: None
This course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics include: regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics, and decision-making.
SPECIAL NOTE: This course is presented in partnership *with Embry Riddle Aeronautical University – Gaetz Aerospace Institute*. Upon successful completion, students will earn 3 undergraduate credits. Additionally, students who earn a passing score on the practice test will receive an endorsement for the FAA Private Pilot written exam and an opportunity to take the test at an off-site location.

SPECIAL PROGRAMS

PEER COUNSELING

Peer Counseling 1
Credit: 1.0
Grade Level: 10
Peer Counseling 2
Credit: 1.0
Grade Level: 11
Peer Counseling 3
Credit: 1.0
Grade Level: 12
PREREQUISITE: Application & Interview Selection Process required for acceptance.
The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. The content should include the following: Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, and intervention). Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion. Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). Identify own feelings and needs and communicate them in a positive way. Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive). Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)

The Cambridge Diploma involves the selection of subjects from three curriculum areas - Mathematics and Science, Languages, Arts and Humanities; Interdisciplinary & Skills, & Global Perspective. An A Level would count as a full (one) credit qualification and an AS Level as a full (one) credit course within the Cambridge Diploma award framework. Any AS/A level (combination) class will count as double (two) credits. To be considered for a Cambridge Diploma, a candidate must earn the equivalent of seven credits by passing a combination of examinations at either the AS Level (one credit) or A Level (one credit), or AS/A level taken together (two credits), with at least one course coming from each of the three curriculum areas plus Global Perspective. The examinations are administered in April/May/June and October/November sessions each year. A candidate working towards the Cambridge Diploma may use up to five sessions to take the equivalent of seven full credit examinations as long as they are taken within the 4 years of high school.

CAMBRIDGE International Examinations
Excellence in education

Mathematics & Science	Language Arts	Arts & Humanities
Biology AS Computer Science AS/A* Information Technology AS/A* Environmental Mgmt AS Marine Science AS/A Mathematics AS/A Psychology AS/A *Computer Science or Information Technology - Only one of these 2 courses can be used for Cambridge Diploma	Chinese AS (Nov. Exam) English Language AS/A French Language AS Spanish Language AS* Spanish Language & Literature A* *If you take both of these Spanish classes, you will only earn 2 points between both **Interdisciplinary & Skills*** General Paper Global Perspective A Thinking Skills AS/A *Interdisciplinary & Skills Based Subjects (Only 2 credits count towards diploma) **REQUIRED** Global Perspectives AS	Art and Design AS Biblical Studies AS (Nov. Exam) Business AS/A Classical Studies AS/A (Nov. Exam) Environmental Mgmt AS European History AS Geography AS Literature in English AS/A Media Studies AS/A Psychology AS/A Sociology AS/A Travel & Tourism AS U.S. History AS

To earn a Cambridge diploma, students must earn a minimum of 7 credits with at least one from each curriculum category plus Global Perspectives. All credits must be earned within the 4 years of high school.

General information

A Cambridge diploma guarantees a Bright Future Academic tuition scholarship, the highest Bright Futures awards possible, without having to meet other testing requirements such as ACT/SAT scores. Students must earn the required number of service hours for Bright Futures.

University of Cambridge International Examinations publishes a list on its website of US universities that have provided written statements of their Cambridge scores (which includes AS and A Levels) recognition policy. For more information, go to www.cie.org.uk/qualifications/recognition.

Cambridge Transcript Information

Cambridge examination scores do not appear on your high school transcript. To request a Cambridge transcript, you must complete the form available on our website (www.cypressbayhighschool.com). Under the Academics tab, select Academic Pathways, then select AICE/Cambridge, then select Transcript Request – Centre #US629. You will then be taken to the Cambridge Transcript site. Spring exams are in the June 20XX series, Fall exams are in the November 20XX series. There is a $17 fee required.

For Further Information Contact:

Assistant Principal of Advanced Academics:
Gabrielle Tyson-Romeo
gabrielle.tyson-romeo@browardschools.com
Phone: 754-323-0350

Cambridge Testing Coordinator:
Lisa Herron
lisa.herron@browardschools.com
Phone: 754-323-0350

Advanced Academics Program Specialist:
Adrienne Maisel
adrienne.maisel@browardschools.com
Phone: 754-323-0350

AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Students typically take AP Seminar in Grade 10 or 11, followed by AP Research as AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams will receive the AP Capstone Diploma.

AP Capstone Diploma™

AP Seminar

Taken in 10th, 11th, or 12th Grade
Earn score of 3 or higher

AP Research

Taken after AP Seminar
Earn score of 3 or higher

4 Additional AP Exams*

Throughout High School
Earn score of 3 or higher

***Students graduating in 2027 or 2028 may choose any four AP classes as their additional required classes. Students graduating beyond 2028 will need to take specific AP classes, to be determined by College Board, as their additional 4 courses.

BRIGHT FUTURES

An AP Capstone diploma guarantees a Bright Future Academic tuition scholarship, the highest Bright Futures awards possible, without having to meet other testing requirements such as ACT/SAT scores. Students must still earn the required number of service hours for Bright Futures.

Advanced Placement Capstone Diploma Students graduating high school in the 2025-26 school year can qualify for the FAS award by:

- Completing 100 service or paid work hours, and
- Receiving an AP Capstone Diploma, which a student must:
  - o Earn a score of 3 or higher on both AP Seminar and AP Research examinations, and
  - o Earn a score of 3 or higher on any four additional AP Exams of their choosing.

For Further Information Contact:

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adrienne.maisel@browardschools.com
Phone: 754-323-0350

SCHOOL COUNSELING & SERVICE HOUR INFORMATION

Service Learning Hours

Students must complete a service learning form, which is available under the School Counseling tab at Cypressbayhighschool.com. Forms must be complete and legible. Students may have a maximum of 8 hours per calendar day. Students must document hours daily - no lump sum hours will be accepted. Students should always retain a copy for their records.

GENERAL GUIDELINES FOR STUDENT VOLUNTEER SERVICE PROGRAM

1. All services must comply with the policies of the School Board of Broward County, Florida.
2. Student volunteer service hours may be earned in both the school and or the community
3. Services for which a student or an organization that a student belongs to receives financial/or other substantial compensation will not be counted. This would include revenues from ticket sales or donations. For example, participation in a car wash sponsored by a club would not count as community service. An exception to this guideline would be if the organization is donating the profits (less expenses) to a bonafide charity. Another example, the school chorus puts on a performance at which admission is charged and all of the proceeds less the cost of cleaning their uniforms is donated to a charitable organization. Volunteer service that is a "prior condition to employment" will not count.
4. Participation in and travel to theatrical musical performances, festivals or community events will count as service hours if both (a) and (b) below are met:
   a) The performance meets an identified community service need.
   b) The performance is not a fundraiser for the organization nor the student is paid, or receives academic credit. For example, students participating in the Florida Youth Orchestra or school bands/orchestras may receive hours for performing at a retirement home, charitable and civic events or for a non-profit agency.
5. A student may earn volunteer hours by helping at an event or performance at which admission is charged or a donation collected, providing that the student is not a member of the organization benefiting from the event. For example, a student, who is not a member of the Drama Club, may volunteer to usher and collect tickets at a drama club production and earn service learning hours.
6. Rehearsal and practice time will count for volunteer service projects to be performed or conducted specifically to meet a community service need.
7. Service learning hours documented for community service as part of non-credit granting workshops, programs or conferences will count as volunteer service.
8. Fundraising activities for non-profit charities will count as volunteer service hours as long as the activity complies with Broward County School Board Policies 6206 and 6208 and providing the student is not volunteering for an organization that benefits the school (i.e. a booster club fundraiser). For example, a high school student government may hold a candy sale and donate all of the profits to the Miami Project to Cure Paralysis. However, the conduct of the project including depositing the money in the school account must be in accordance with School Board policies. Service hours may not be earned based on the amount of funds raised or products sold.
9. Volunteering at events or programs sponsored by governmental agencies will count. For example, students serving as an usher at public institutions such as the Broward Center for the Performing Arts or Coral Springs City Center are eligible to receive service learning hours.
10. Activities organized by profit making or non-profit organizations to address a community service need will count as volunteer service hours.
11. Services performed for day care centers, retirement homes, and animal hospitals count for volunteer hours. A student may earn service hours by volunteering with a doctor, lawyer or dentist only when "pro bono" work is being performed. For example, if a doctor volunteers to give physical examinations to school athletes, a student may assist and earn service hours.
12. Service performed on staff at non-profit athletic or music camps for no financial compensation will count as volunteer services hours.
13. Time out of class may not be used for hours, however a maximum of five (5) volunteer hours per week can be earned by participation in an organized, supervised and approved peer tutoring program in which the tutoring takes place when school is in session. However, the tutoring sessions cannot take place during any of the tutor's academic classes.
14. Service hours will be awarded for students volunteering on political and issue campaigns. To receive service hours, a student cannot be paid for working on the political campaign. A student is not eligible to receive service learning hours for volunteering on the political campaign of a school board employee or in school board elections. Students are not eligible to receive service learning hours for campaigning or being engaged in political activities during the school day and on school campuses.
15. Students may receive volunteer hours for helping at religious institutions as long as those hours do not include participation in a religious service, teaching religion or proselytizing. For example, a student is not eligible for service learning teaching Sunday school, singing in the choir or serving as an altar server. However a student may receive service hours for assisting in landscaping, clean up days or volunteering in the day care center. In addition, students serving as teen aides (i.e. Copying materials, walking kids to bathrooms, assisting with supervision) are eligible for service learning credit as long as the student is not teaching religious studies.
16. In general, service rendered directly to a for profit institution or organization will not count. Volunteering at a "For Profit" summer camp does not qualify for service learning. Please note that the collection of a fee does not determine the "Not For Profit" status. The State of Florida issues a 501(c) (3) certificate to "Non Profit" organizations.
17. Service Learning Hours shall not be granted to students who volunteer at for profit summer camps. Students who volunteer at governmental sponsored or not for profit summer camps shall be eligible to receive Service Learning Hours for their work.
18. Service for a student's family or family business will not count.
19. Service performed as the result of disciplinary action taken by the school or the courts will not count.
20. Participation in campus or competitive activities such as athletics, plays, debate meets, etc. will not count.
21. Service performed as an academic requirement, other than that performed as part of the approved volunteer service learning courses will not count.
22. Babysitting, or similar services, performed for an individual family, will not count. Babysitting services for school related activities will count.
23. Volunteer hours may not be certified by a family member or fellow student.
24. Service hours will not be awarded for any in kind or monetary donations of any kind including canned food collections, toy collections, etc. For example, a service hour value cannot be established for the donation of a specific number of cans of food. The time spent collecting the cans of food (as long as it does not occur during the school day) can count.
25. The number of service hours that are earned cannot be doubled or in any way increased by any agency or school for student participation in a specific project. Agencies found to be practicing the doubling of hours will be removed from the list of those agencies approved by the programs.
26. Participation in self-improvement workshops, clinics, conferences or conventions will not count for volunteer hours. If workshops, clinics, etc. have a specific service component, the hours spent on that activity can count.
27. Hours spent helping others (not family members) in disaster preparations or clean up may count. In this instance the Prior Approval form may be waived. A letter from the parent or guardian indicating that the volunteer service was performed with their permission must be submitted with the log sheet. For example, students volunteering their time to assist neighbors in putting up and taking down hurricane shutters will count towards service learning.
28. A student may receive service hours credit for the time donating blood at an off- campus facility or after school. Donation of blood during the student's school day does not qualify for service learning. However, a student who donates blood at a church/synagogue blood drive is eligible for service learning credit.

SCHOOL COUNSELING DIRECTOR

Dianne Thorpe
dianne.thorpe@browardschools.com

SCHOOL COUNSELORS

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COLLEGE & CAREER DIRECTOR

Dr. Kristina Taylor
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COLLEGE ADVISOR

Tamara Labossiere
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ONLINE GRADES

Parents and students can view grades and assignments through FOCUS by visiting www.browardschools.com/focus and creating a Parent Portal account or through the BCPS Connect App.

TEACHER CONFERENCES

Parents may schedule a parent-teacher conference with their student's teachers by contacting Maria Morales in the Conference Center at 754-323-0397 or through email at maria.morales2@browardschools.com. All conferences are held at 7:15 a.m. and may be in person in the Conference Center or virtually through TEAMS.

COLLEGE INFORMATION

Goals at Cypress:

• Make and review your four year plan, and make sure that you are on track to graduate.
• Talk to your Guidance Counselor regarding any graduation concerns.
• Verify that you are meeting the college entrance requirements for the universities that interest you.
• Challenge yourself by choosing your courses wisely. Take the highest levels of classes in which you can be successful- the higher the rigor, the better. If you choose AP or AICE classes, be sure that you will be able to succeed in them academically (grade of A or B).
• Maintain the best grades you possibly can! Colleges look at grades from 9th-11th grade and you will have to send final Senior year grades.
• Continue to develop good study and time management skills.
• Learn about Dual Enrollment options, but be careful- your dual enrollment GPA is your college GPA (it goes with you).

Build College Resume:

• Join, or continue your participation in, 2-3 clubs and stay with them throughout high school. Make some impact on the club, and contribute through leadership when possible.
•Earn service learning hours (40 for graduation; 100 for Bright Futures; 250 for honors graduation cord).
• Volunteer with organizations that relate to your future career path.
• Consider working or volunteering over the summer break.
• Work on your resume by keeping track of your activities, volunteering, honors and awards.

Gather college information:
Freshmen Checklist:

• Attend the Cypress Bay College Fair in the spring.
• Visit college campuses that interest you when traveling on vacation.
•Take the interest assessments (www.facts.org or Xello) to research possible careers and educational requirements.
• Make sure you and your parents follow us on Instagram @drtaylorcbhs for daily updates.
• Stop in at the College and Career Center (Room 458) during your lunch and visit or pick up the latest information.
• Attend college visits during the day between September and November.

Sophomore Checklist:

• Attend the Cypress Bay College Fair in the spring. Attend college visits when the representatives visit Cypress Bay between September-November.
• Visit college campuses that interest you when traveling on vacation or sign up for our February college tour.
• Consider taking the ASVAB (Armed Service Vocational Aptitude Battery), another interest inventory exam, even for those that have no interest in the Armed Service.
• Take the PSAT in October – free for all 10th graders. It's good practice for the SAT!
• Look into summer ACT/SAT preparation classes. You MUST try and work on it this summer because it is very difficult to manage it along with your junior year schedule.
• Make sure you and your parents follow us on Instagram @drtaylorcbhs for daily updates.

Prepare College Applications
Junior Checklist:

Preparing for the College Applications:

• Use College Navigator, Xello, Big Future and Score Card to help select schools you might be interested in.
•This summer is ALL about college applications.
•Attend college visits when the representatives visit Cypress Bay between September-November.
•Consider taking an ACT/SAT preparatory class.
•Sign up to take the SAT (www.collegeboard.com) or ACT (www.actstudent.org). It's recommended to take the SAT and ACT 2-3 times. Fee waivers are available to all students on free or reduced lunch. Come to the College and Career Center for information on how to request the waivers.
• Check with potential colleges to see if you need to take any SAT subject test.
• Brainstorm your college essays.
• Identify individuals who would be willing to write letters of recommendation. (Academic core teachers from Junior or Senior year are preferred and we have a letter of recommendation request form in the CCC that you can fill out and share.)
• Schedule an appointment with the College Advisor to go over graduation status, college selection/application and financial aid/scholarship information.
• Attend the Cypress Bay College Fair in the spring.
• Visit college campuses that interest you when traveling on vacation.
• If you haven't already, take the Choices Interest Inventory for possible careers and educational requirements.
• Take the PSAT – this is the year to qualify for National Merit and National Achievement Scholarships
• Make sure you and your parents follow us on Instagram @drtaylorcbhs for daily updates.
• Meet with your college advisors during the summer months- we are available ONLY for juniors all summer virtually from 7:30-7:30pm on specific days.
• Finalize college essay. The essays and letters of recommendation are an important part of the application and your only opportunity to show how you are different than everyone else. Make sure you love every word, it is authentic and your voice, and it addresses the prompt! (Make sure you read my writing the perfect college essay information so you don't miss the mark…this is critical!) The CCC will NOT read any personal statements after the first day of senior year commences. We will continue to support with supplemental, but not personal statements.

Senior Checklist:
August/September:

• Start applications. It is never too soon to start loading the applications with the background information (address, parents, etc.).
Applications are available: UF: First week of September; FSU, UCF, USF, FAMU: Early August; FGCU: June 1 for summer, Sept 1 for fall; FAU, UNF, FIU, FL Poly: Early July and Common App: opens Aug. 1.
• Make sure you have your list of colleges. We like to see a dream school, safety school and several in between. This is also the time to decide if you are applying early decision, early action or single choice early action. Make sure you know the pros and cons of applying early. There are many ways to decide which schools to apply to. We can assist with this process. Also, don't panic about determining a major...you have plenty of time to decide and many schools do not even consider it for the admission process.
• Check college admissions websites for applications, deadlines, financial aid, separate scholarship applications, and housing information. Make a checklist with your specific schools so you don't miss any critical dates. Checklist should include: test scores sent, application sent, financial aid forms or separate applications sent, recommendations sent, transcripts sent, fee paid. (We have templates available- just stop by to request one)
• Sign up for any last minute SAT's or ACT's or subject tests. We will be sending the schedule and you can sign up on www.collegeboard.com or www.act.org
• If you are done testing, make sure your scores are sent to the colleges. Colleges need applications, scores and transcripts (or SSAR) to make decisions.
• Make sure all communication with a college comes from you...never a parent.
• Make sure your senior year schedule shows rigor.
• Address the "blips" on your application. If there was a poor grade or two, and a reason for this, colleges need to know. They see blips all the time, but they need to understand what happened
• Don't make changes to your schedule once your applications have gone out....it may be tempting to send some Florida applications out this month to get a jump on things but DO NOT hit the send button until you are set on your senior year schedule. They will be looking heavily at that and once the applications go out, and if you make a change, you will need to notify the admissions office…not a fun phone call!
• Finalize you're resume. The applications will be much easier if you have everything in front of you.
• Keep a running list of any passwords or user ids you set up for applications, scholarships or websites, I promise you will forget them. A great way to do this is by keeping a note on your phone.
• If this has not been done, now is the time to change your email address if you have an email address that is not professional. This is not the time for honeybabe or kittycatluvr@gmail.com.
•Ask teachers for letter of recommendation. Give them plenty of notice!!! Make sure you ask a teacher of a core subject from junior or senior year. Don't ask a teacher where you say in the back of the room and quietly got your A. Ask someone who will write about your work ethic, integrity or character. Helpful hint: once you have a great letter of recommendation make 10 copies of it. You will need the, for scholarships and believe it or not, programs you might want to particulate in at college. I promise you that teachers and counselors are not saving them.
• Make sure applications have been sent out to Florida schools on rolling admission.
• Transcripts. Make sure you understand the various ways the colleges need them. You will need to ask your Guidance Counselor to upload it into the Common App (if applicable). They will not automatically know to do that.

For more information or to receive a month-by-month breakdown of the senior checklist, contact:

Dr. Kristina Taylor
College & Career Director
(754) 323-0385
kristina.taylor@browardschools.com

Tamara Labossiere
College Advisor
(754) 323-0429
tamara.labossiere@browardschools.com

More than any other program, Xello helps middle and high school students of all backgrounds, abilities, and aspirations become future ready. This platform, accessible to all students through Clever, will be one-stop-shop for everything college, career, scholarships, and future-planning readiness!

Steps to Access Xello:

1. Log in to your Clever account.
2. Select (and favorite) the Xello app.
3. Change your email address in your account to your personal email address ASAP, this will facilitate communication with the College and Career Center.
4. Begin exploring! Take the self-assessments, learn about colleges, explore possible career paths, build an online portfolio, search local scholarships- the opportunities with Xello are endless!

xello

Bright Future Scholarship
2026 – 2027
Eligibility Requirements

Bright Futures Scholarship Initial Eligibility Requirements for 2026/2027 High School Graduates www.floridastudentfinancialaid.org	**Florida Academic Scholars Award** (FAS)	**Florida Medallion Scholars Award** (FMS)	**Florida Gold Seal Vocational Scholars Award** (GSV)
GPA	**3.5** weighted core GPA	**3.0** weighted core GPA	**3.0** weighted core GPA **3.5** unweighted GPA in one vocational program with at least 3 credits
Required Credits: See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level	Courses must include 16 credits of college preparatory academic courses: **4 English** (3 with substantial writing) **4 Mathematics** (at or above Algebra 1 level) **3 Natural Science** (2 with substantial labs) **3 Social Science** (US History, World History, US Government & Economics **2 World Language** (sequential in same language)	Courses must include 16 credits of college preparatory academic courses: **4 English** (3 with substantial writing) **4 Mathematics** (at or above Algebra 1 level) **3 Natural Science** (2 with substantial labs) **3 Social Science** (US History, World History, US Government & Economics **2 World Language** (sequential in same language)	4 year Diploma Credits must include 16 core credits required for high school graduation: **4 English** **4 Mathematics** (including Algebra 1) **3 Natural Science** (Biology with 2 more equally rigorous science courses) **3 Social Science** (US History, World History, US Government & Economics with Financial Literacy) **1 Fine / Performing Art, Speech & Debate or Practical Art** (.5 credit in both allowed) **1 Physical Education / Personal Fitness** (.5 in both) **3 Career Tech Courses** (in a specific vocational program)
	16 Credits May use up to 2 additional credits from courses in the academic areas listed above		
Community Service	**100** Hours	**75** Hours	**30** Hours
Test Scores: Sections of SAT, ACT, CLT, CPT from different test dates may be used to meet the test criteria. For spring eligibility, test dates through the end of January will be admissible. For summer eligibility, test dates through the end of June will be admissible.	Best Combined Score: **SAT** – 1330 (Critical Reading & Math) **or** **ACT** – 29 (Composite Score) **or** **CLT** -95	Best Combined Score: **SAT** – 1190 (Critical Reading & Math) **or** **ACT** – 24 (Composite Score) **or** **CLT** -82	**SAT:** Critical Reading – 490 Math – 480 **or** **ACT:** English – 17 Reading – 19 Math – 19 **or** **PERT**: Reading – 106 Writing – 103 Math - 114

~SPECIAL NOTES~

- The Florida Legislature is authorized to change eligibility and funding requirements
- Award Amount – A student may receive funding for only one award (FAS, FMS or GSV). The highest award earned by student will be selected.
- Grade Point Average (GPA) - weighting for more challenging, higher-level courses is prescribed by law as 0.5 per course per year (Ex. credit 1.0 / weighting 0.5, credit 0.5 / weighting 0.25)
- Gold Seal Vocational Scholars Restrictions: Gold Seal may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program

The Florida Gold Seal CAPE Scholars award (GSC) may be funded if a student is enrolled in a career education or certificate program. Upon completion of an associate in science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon completion of an associate in applied science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a bachelor of applied science degree program.

Florida high school students who wish to qualify for the GSC award must meet the following initial eligibility requirements:

- Earn a minimum of five postsecondary credit hours through CAPE industry certifications that articulate for college credit; and
- Complete 30 service hours.

Service Hours – Students must complete service hours during high school and by high school graduation.

GRADUATION REQUIREMENTS	
	STANDARD DIPLOMA
English	**4 Credits**
Mathematics	**1 Credit** Algebra (EOC=30% of final grade) **1 Credit** Geometry (EOC=30% of final grade) **2 Credits** Additional Math
Science	**1 Credit** Biology (EOC=30% of final grade) **2 Credits** Additional Science identified as Equally Rigorous
Social Studies	**1 Credit** World History **1 Credit** United States History (EOC =30% of final grade) **.5 Credit** United States Gov't and Take the Civics Literacy Exam **.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 and Performing Arts, Speech/Debate, or Practical Arts	**1 Credit** in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	**Option 1: 1 Credit** in Physical Education to include the integration of Health (HOPE) **Option 2: .5 Credit** Personal Fitness and **.5 Credit** PE Elective (may be satisfied through Marching Band)
	Option 3: Completer 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
NEW: Personal Financial Literacy	**0.5 Credit** Personal Financial Literacy
Electives	**7.5 Credits**
TOTAL	**24 Credits**
State Assessments	Students must earn a passing score on the Grade 10 FSA English/Language Arts (ELA) statewide standardized assessment or concordant score. Students must earn a passing score on the Algebra 1 EOC or concordant score
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	**Option 1:** 40 hours required
	Option 2: Choose the ACCEL 18-Credit Option

Diploma Designations	
Scholar Designation	In addition to meeting the standard high school diploma requirements: -Algebra II -Pass the Geometry EOC -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established

GRADUATION REQUIREMENTS	
	18 – Credit ACCEL Option
English	**4 Credits**
Mathematics	**1 Credit** Algebra (EOC=30% of final grade) **1 Credit** Geometry (EOC=30% of final grade) **2 Credits** Additional Math
Science	**1 Credit** Biology (EOC=30% of final grade) **2 Credits** Additional Science Identified as Equally Rigorous
Social Studies	**1 Credit** World History **1 Credit** United States History (EOC =30% of final grade) **.5 Credit** United States Government and Take the Civics Literacy Exam **.5 Credit** Economics w/Fin. Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
Fine and Performing Arts, Speech/Debate, or Practical Arts	**1 Credit** in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
NEW: Personal Financial Literacy	**0.5 Credit** Personal Financial Literacy
Electives	**2.5 Credits**
TOTAL	**18 Credits**
State Assessments	Students must earn a passing score on the Grade 10 FSA English / Language Arts (ELA) statewide standardized assessment or concordant score Students must earn a passing score on the Algebra 1 EOC or concordant score
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)