Pompano Beach High School

International Affairs with Information Technology Magnet School
National Blue Ribbon School of Excellence
Florida Blue Ribbon School of Excellence
Ethel Percy Andrus Award for Innovation in Education
Magnet Schools of America School of Excellence
Apple Distinguished School
2015 - 2016 Graduation Requirements & Course Offerings Guide Grades 9 - 12
The School Board of Broward County, Florida

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Principal’s Message

At Pompano Beach High, we believe that when the home and the school work together, students are most successful. Therefore, the success of our school is largely dependent on the involvement of our students, parents, and staff in our academic and extracurricular programs throughout the school year. In keeping with this belief, we encourage, you, our parents, to be involved in our school and to attend the parent activities that we have throughout the year.

We also believe that our students are to be exposed to many experiences in order to receive a well-rounded education. In addition to offering many opportunities to participate in sports, Pompano Beach High offers a wide range of extracurricular activities, including Student Government Association and National Honor Society just to name a few.

Our entire faculty and staff are here to serve and assist you in reaching your goals. This curriculum guide has been prepared to acquaint students and parents with courses, prerequisites, graduation requirements, and special programs. Please take some time to read through the guide to become familiar with its offerings to enable a wise selection of courses that will be challenging and interesting.

Hudson B. Thomas
Principal, Pompano Beach High School
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LEADERSHIP TEAM

ADMINISTRATION

Hudson B. Thomas, Principal
Lori Carlson, Assistant Principal
Ronald E. King, Assistant Principal
Jill Narus, Assistant Principal

SCHOOL COUNSELING DEPARTMENT

Michelle Raymond, Guidance Director
Kathleen Fish, Counselor
Grace Kelly, Support/ ESE/ESOL
Mia McFadden, BRACE Advisor
Laurie Roberson, IMS
Allison Garsh, Registrar

DEPARTMENT CHAIRPERSONS

Andrew Shipe, English
Monica Blanco, Math
Alan Gates, Math
Ralph Marchand, Science
Jeffery Williams, Social Studies
Jean-Robert Cledet, World Languages

SUPPORT STAFF

Susan Atlas, Literacy Coach
William Bankowski, Magnet Coordinator
ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

An Overview of ACCEL Legislation:

- **ACCEL Options:**
  - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
  - Minimum options:
    - Whole grade and mid-year promotions
    - Subject-matter acceleration
    - Virtual instruction in higher grade level subjects
    - Credit Acceleration Program (under 1003.4295, F.S.)
  - Additional options:
    - Enriched science
    - STEM coursework
    - Enrichment programs
    - Flexible groups
    - Advanced academic coursework
    - Combined classes
    - Self-paced instruction
    - Curriculum compacting
    - Advanced-content instruction
    - Telescoping curriculum

- All student eligibility and procedural requirements are located on the Department of College & Career Readiness website, [www.advancedacademicsonline.com](http://www.advancedacademicsonline.com). Please visit this website to obtain information regarding:
  - How a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school.
  - How a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
  - Parents and students may contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.

- Additional ACCEL options may be available at the student’s school. Please contact the principal for all additional options available.
GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Florida law provides incoming 9th grade students the right to choose a diploma option:

- 4-year (24 credit) standard high school diploma
- 18 Credit ACCEL Diploma

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

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

Early High School Graduation

A high school student who pursues the four-year 24-credit or 18 credit ACCEL high school graduation program may have the option to participate in early graduation (graduating in less than 8 semesters). A student who completes a minimum of 24 (or 18 for ACCEL) credits, achieves a cumulative GPA of 2.0 on a 4.0 scale, completes the service learning requirement and earns a passing score on the statewide assessments required for high school graduation may have this option outlined in s. 1003.4281, F.S.

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

Acceleration Options

Each high school is required to advise each student of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction as specified in ss. 1003.4295, F.S. Each high school is also required to advise each student of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

Each high school must provide Academically Challenging Curriculum to Enhance Learning (ACCEL) options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject-matter acceleration
- Virtual Instruction in higher grade level subjects
- Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- Enriches science, technology, engineering and mathematics (STEM) coursework.

The Florida Department of Education’s Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at http://www.fldoe.org/bii/.
Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires of high school students who entered grade nine in 2011-12 and thereafter, that at least “one full course,” included in the 24 credits required for graduation, be successfully completed in an online environment.

Recently, the State clarified the meaning of “one full course” as a course listed in the State’s Course Code Dictionary, whether it carries one credit or one-half credit. “Full course completion” occurs when the credits attempted by the student match the credits earned by the student. A student who takes a half-credit course and successfully earns the half-credit has completed a “full course.” A student who takes a full-credit course and only earns one-half of the credit has not completed a full course. A full-course, whether it carries a half-credit or one credit, will fulfill the online learning requirement for high school graduation. If a student takes a course such as English I, a one-credit course, the student must pass both semesters of this course in a virtual environment to meet the online learning requirement.

Please convey this information to your staff and students to ensure that all students understand the requirements and have ample time to complete one “full course” in a virtual environment.

Graduation Requirements Charts

The following charts display the requirements for each type of diploma and cohort. This information is current as of July 2013 and may be subject to change dependent upon new legislation.
### 2015-2016 Standard Diploma Graduation Requirements

**Students Entering Grade Nine in 2014 – 2015 and After**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1 Credit Algebra (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>1 Credit Geometry (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1 Credit Biology (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Science identified as Equally Rigorous</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>1 Credit World History</td>
</tr>
<tr>
<td></td>
<td>1 Credit United States History (EOC =30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>.5 Credit United States Gov’t</td>
</tr>
<tr>
<td></td>
<td>.5 Credit Economics</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.</td>
</tr>
<tr>
<td><strong>Fine and Performing Arts, Speech/Debate, or Practical Arts</strong></td>
<td>1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 Credit in Physical Education to include the integration of Health (HOPE)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8 Credits</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24 Credits</td>
</tr>
<tr>
<td><strong>State Assessments</strong></td>
<td>Students must earn a passing score on the Grade 10 ELA statewide standardized assessment</td>
</tr>
<tr>
<td></td>
<td>Students must earn a passing score on the Algebra 1 EOC or concordant score</td>
</tr>
<tr>
<td><strong>Computer Competency</strong></td>
<td>Not required</td>
</tr>
<tr>
<td><strong>On-Line Course</strong></td>
<td>Requires a full course to be completed</td>
</tr>
<tr>
<td><strong>Grade Point Average</strong></td>
<td>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</td>
</tr>
<tr>
<td><strong>Service Hours</strong></td>
<td>40 hours required</td>
</tr>
</tbody>
</table>

### Diploma Designations & ACCEL 18-Credit Option

**Scholar Designation**

In addition to meeting the standard high school diploma requirements:
- Pass the ELA Grade 11 statewide assessment
- Algebra II and pass the EOC
- 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

**ACCEL Program (18 credits minimum)**

Meet all requirements for a standard high school diploma with the following exceptions:
- Physical Education not required
- Online course not required
- 3 elective credits only
- Service hours are not required
## 2015-2016 Standard Diploma Graduation Requirements

**Students Entering Grade Nine in 2013 - 2014**

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1 Credit Algebra (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>1 Credit Geometry (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)</td>
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<tr>
<td><strong>Science</strong></td>
<td>1 Credit Biology (EOC=30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Science identified as Equally Rigorous</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>1 Credit World History</td>
</tr>
<tr>
<td></td>
<td>1 Credit United States History (EOC =30% of final grade)</td>
</tr>
<tr>
<td></td>
<td>.5 Credit United States Gov’t</td>
</tr>
<tr>
<td></td>
<td>.5 Credit Economics</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.</td>
</tr>
<tr>
<td><strong>Fine and Performing Arts, Speech/Debate, or Practical Arts</strong></td>
<td>1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE)</td>
</tr>
<tr>
<td></td>
<td>Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24 Credits</td>
</tr>
<tr>
<td><strong>State Assessments</strong></td>
<td>Students must earn a passing score on the Grade 10 ELA statewide standardized assessment</td>
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<td>Not required</td>
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<tr>
<td><strong>Service Hours</strong></td>
<td>40 hours required</td>
</tr>
</tbody>
</table>

### Diploma Designations & ACCEL 18-Credit Option

**Scholar Designation**

In addition to meeting the standard high school diploma requirements:
- Algebra II
- 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

**ACCEL Program (18 credits minimum)**

Meet all requirements for a standard high school diploma with the following exceptions:
- Physical Education not required
- Online course not required
- 3 elective credits only
- Service hours are not required
# 2015-2016 Standard Diploma Graduation Requirements

**Students Entering Grade Nine in 2012 - 2013**

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>1 Credit Algebra</td>
</tr>
<tr>
<td></td>
<td>1 Credit Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Math</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>1 Credit Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)</td>
</tr>
<tr>
<td></td>
<td>2 Credits Additional Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>1 Credit World History</td>
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<td></td>
<td>.5 Credit Economics</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.</td>
</tr>
<tr>
<td><strong>Fine and Performing Arts, Speech/Debate, or Practical Arts</strong></td>
<td>1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE)</td>
</tr>
<tr>
<td></td>
<td>Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24 Credits</td>
</tr>
<tr>
<td><strong>State Assessments</strong></td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or concordant SAT/ACT score.</td>
</tr>
<tr>
<td></td>
<td>Students who took Algebra after school year 2010-2011 must earn a passing score on the Algebra 1 EOC or concordant score</td>
</tr>
<tr>
<td><strong>Computer Competency</strong></td>
<td>Not required</td>
</tr>
<tr>
<td><strong>On-Line Course</strong></td>
<td>Requires a full course to be completed</td>
</tr>
<tr>
<td><strong>Grade Point Average</strong></td>
<td>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</td>
</tr>
<tr>
<td><strong>Service Hours</strong></td>
<td>40 hours required</td>
</tr>
</tbody>
</table>

## Diploma Designations & ACCEL 18-Credit Option

<table>
<thead>
<tr>
<th>Designation</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholar Designation</strong></td>
<td>In addition to meeting the standard high school diploma requirements:</td>
</tr>
<tr>
<td></td>
<td>- Algebra II</td>
</tr>
<tr>
<td></td>
<td>- Statistics or equally rigorous math</td>
</tr>
<tr>
<td></td>
<td>- Chemistry or Physics and another equally rigorous science</td>
</tr>
<tr>
<td></td>
<td>- 2 credits in the same world language</td>
</tr>
<tr>
<td></td>
<td>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</td>
</tr>
<tr>
<td></td>
<td>- Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</td>
</tr>
<tr>
<td></td>
<td>- Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</td>
</tr>
<tr>
<td><strong>Merit Designation</strong></td>
<td>In addition to meeting the standard high school diploma requirements:</td>
</tr>
<tr>
<td></td>
<td>Attain one or more industry certifications from the list established</td>
</tr>
<tr>
<td><strong>ACCEL Program (18 credits minimum)</strong></td>
<td>Meet all requirements for a standard high school diploma with the following exceptions:</td>
</tr>
<tr>
<td></td>
<td>- Physical Education not required</td>
</tr>
<tr>
<td></td>
<td>- Online course not required</td>
</tr>
<tr>
<td></td>
<td>- 3 elective credits only</td>
</tr>
<tr>
<td></td>
<td>- Service hours are not required</td>
</tr>
</tbody>
</table>
### Special Diploma Option I Graduation Requirements

<table>
<thead>
<tr>
<th></th>
<th>Students Entering Grade Nine in 2010-2011 and Prior</th>
<th>Students Entering Grade Nine in 2011-2012 to 2013-2014</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
<td>Credits may include a combination of English and Reading.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 Credits</td>
<td>4 Credits</td>
<td>For students who entered 9th grade in 2010 and prior, the following courses may be used in lieu of science courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Agriculture Ed., Health Science Ed., Family and Consumer Science, Supported Employment, Industrial Education.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 Credits</td>
<td>3 Credits</td>
<td>For students who entered 9th grade in 2010 and prior, the following courses may be used in lieu of social studies courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Marketing Education, Supported Employment, Industrial Education.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.</td>
</tr>
<tr>
<td><strong>Vocational</strong></td>
<td>6 Credits</td>
<td>4 Credits</td>
<td>Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a “C” or better will satisfy the Physical Education requirement.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 Credit</td>
<td>1 Credit <strong>in physical education to include the integration of health or .50 credit physical education and .50 credit in health/lms</strong></td>
<td>Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a “C” or better will satisfy the Physical Education requirement.</td>
</tr>
<tr>
<td><strong>Life Mgmt. Skills</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
<td>Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a “C” or better will satisfy the Physical Education requirement.</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>5 Credits</td>
<td>6 Credits</td>
<td>Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a “C” or better will satisfy the Physical Education requirement.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24 Credits</strong></td>
<td>24 Credits</td>
<td>Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.</td>
</tr>
<tr>
<td><strong>Grade Point Average</strong></td>
<td>None</td>
<td>2.0 Unweighted</td>
<td>Not required, but students have the option to participate.</td>
</tr>
<tr>
<td><strong>Service Hours</strong></td>
<td>None</td>
<td>None</td>
<td>Not required, but students have the option to participate.</td>
</tr>
</tbody>
</table>

Notes for Special Diploma Option I:
* Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.
** Total credits required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to technical centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.
## Special Diploma Option II Graduation Requirements

<table>
<thead>
<tr>
<th></th>
<th>Students Entering Grade Nine in 2010-2011 and Prior</th>
<th>Students Entering Grade Nine in 2011-2012 to 2013-2014</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Prerequisites** | 1. At least 16 years of age  
2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II  
3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills  
4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.  
5. Have a graduation Training Plan that specifies employment/community competencies to be mastered. | 1. At least 16 years of age  
2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II  
3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills  
4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.  
5. Have a graduation Training Plan that specifies employment/community competencies to be mastered. | Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired. |
| **English** | 0 | 2 Credits | |
| **Mathematics** | 0 | 2 Credits | |
| **Science** | 0 | 0 | |
| **Social Studies** | 0 | 0 | |
| **Vocational** | See Above | 4 Credits | |
| **Physical Education** | 0 | 0 | |
| **Electives** | See Above | 0 | |
| **TOTAL** | 3 Credits - See Above | 8 Credits | |
| **State Assessments** | | | Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma |
| **Grade Point Average** | | 2.0 Unweighted | |
| **Other** | | | Documented Mastery of the academic, employment and community competencies specified on the student’s Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days. |

Notes for Special Diploma Option II:

a. The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.

b. The student’s employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.

c. Student must be employed in the community at a site where the employer:

1. Has a Federal Employer Identification Number;
2. Provides opportunities for the student to interact with non-disabled co-workers;
3. Adheres to child labor laws and the Fair Labor Standards Act; and
4. Provides an opportunity for advancement.

d. The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student’s Graduation Training Plan.

e. Transition IEP committee members must verify that the student has met all criteria outlined in the student’s Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).
Making The Right Choice

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

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

Families and students are encouraged to contact the school counselor or career specialist on a regular basis during the middle and high school years to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision. The College & Career Readiness Evaluation from the Florida Virtual Campus at www.flvc.org is available for high school students to track their individual progress towards graduation and specific college or career prep goals.

Points To Remember When Choosing A Graduation Program

- Students who choose the ACCEL 18 credit graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admission requirements for those programs and scholarships.
- Students who choose the ACCEL 18 credit graduation program can participate in the National Merit Scholarship Program if they take the Practice Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose the ACCEL program and complete the requirements within three years will graduate. Students cannot remain in school for the fourth year after graduating from high school. Students will lose a year of potential athletic eligibility by opting for a three-year program.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a Florida Ready to Work Credential or designation reflecting one or more industry certifications.
- High school credits awarded before grade nine shall be counted toward the required credits for all
graduation programs.

• The ACCEL 18 credit graduation program is only available to students who will receive a standard diploma.

• Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admission requirements.

• Students who choose the ACCEL 18 credit graduation program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.

• The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.

• The student must receive the written consent of the student's parent.

Diploma Designations

Each standard high school diploma shall include, as applicable:

• A designation reflecting the Scholar Diploma

• A designation reflecting the Merit Diploma.

• A designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492, F.S.

• A designation reflecting a Florida Ready to Work Credential.
GRADING AND PROMOTION

Grading

The grading system used in the high schools will be as follows:

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>80 – 86</td>
<td>B</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>70 – 76</td>
<td>C</td>
</tr>
<tr>
<td>67 – 69</td>
<td>D+</td>
</tr>
<tr>
<td>60 – 66</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
</tr>
</tbody>
</table>

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida’s State University System, or the NCAA Clearinghouse.

Weighted Quality Points For Class Ranking

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

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>+1</td>
</tr>
<tr>
<td>Foreign Language above second year</td>
<td>+1</td>
</tr>
<tr>
<td>Dual Enrollment 2006-07 and prior, 1000 level</td>
<td>+1</td>
</tr>
<tr>
<td>Dual Enrollment 2006-07 and prior, 2000 level or higher</td>
<td>+2</td>
</tr>
<tr>
<td>All college level Dual Enrollment 2007-08 and thereafter</td>
<td>+2</td>
</tr>
<tr>
<td>Pre-AICE or Pre-IB</td>
<td>+1</td>
</tr>
<tr>
<td>AP, IB, or AICE</td>
<td>+2</td>
</tr>
<tr>
<td>AP, IB, or AICE without the exam</td>
<td>+1</td>
</tr>
</tbody>
</table>

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

As of February 22, 2012, high school courses taken by middle school students are calculated into the student’s weighted (local) GPA. High school courses taken by middle school students prior to this date are not counted in the weighted (local) GPA.

Please note: Grades earned in high school courses during middle school also count toward all other important GPAs, including but not limited to:

- State of Florida’s unweighted GPA
  ➢ This GPA is used for high school graduation.
- Bright Futures Scholarships
  ➢ These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- State University System admissions
  ➢ There are 12 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- Florida High School Athletic Association eligibility
  ➢ The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- Extracurricular activity eligibility
  ➢ In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- NCAA Clearinghouse eligibility
  ➢ The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- Core course GPA
  ➢ Core courses are academic courses (e.g., English, Math, Science, Social Studies, and World Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic “core” courses when they recalculate student GPA’s.

Forgiveness Policy

High School Grade Forgiveness Policy:

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

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

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

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

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

with a grade of C or the grade equivalent 70–79 or higher, earned subsequently in another course. The student’s record however, will show all courses taken.
Middle School Grade Forgiveness Policy:

A district forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of:
- C or the grade equivalent 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59
must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student’s record however, will show all courses taken.

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school, but not for credit or grade.

Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation.

GENERAL INFORMATION

Advanced Placement Program

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

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

Honors Program

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

Local Honors Courses

Each year, Broward County high schools have the opportunity to apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. For the 2014-2015 school year and after, any course that was approved as a local honors course will have a local honors designation of “LH” added to the district course code title.

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

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

English Language Learners

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

Career and Technical Education (CTE)

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

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

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges. Below is a link to the gold standard website.

http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

Career and Technical programs of study may differ from one high school to another. The programs are structured within 16 National Career Clusters. All careers, regardless of the level of education required, can be identified as a part of one of the 16 National Career Clusters. The following are the names and description of the 16 National Career Clusters:
### National Career Cluster

<table>
<thead>
<tr>
<th>National Career Cluster</th>
<th>Career Cluster Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>Careers in designing, planning, managing, building and maintaining the built environment.</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</td>
</tr>
<tr>
<td>Business, Management &amp; Administration</td>
<td>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>Planning, managing and providing education and training services, and related learning support services.</td>
</tr>
<tr>
<td>Finance</td>
<td>Planning, services for financial and investment planning, banking, insurance, and business financial management.</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</td>
</tr>
<tr>
<td>Health</td>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</td>
</tr>
<tr>
<td>Human Services</td>
<td>Preparing individuals for employment in career pathways that relate to families and human needs.</td>
</tr>
<tr>
<td>Law, Public Safety Corruptions &amp; Security</td>
<td>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>Planning, managing, and performing marketing activities to reach organizational objectives.</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
<td>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</td>
</tr>
</tbody>
</table>

Students should see their school counselor to obtain information on the availability of programs and courses at their school related to the national career clusters, or visit the career and technical education website at www.ctace.com/careers.
Innovative Programs

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

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>INNOVATIVE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coral Glades High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>Coral Springs High</td>
<td>Quantum Leap Program</td>
</tr>
<tr>
<td>Coral Springs High</td>
<td>Fire Academy</td>
</tr>
<tr>
<td>Coral Springs High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>Coral Springs High</td>
<td>Dual Enrollment</td>
</tr>
<tr>
<td>Cypress Bay High</td>
<td>Cambridge AICE Program</td>
</tr>
<tr>
<td>Deerfield Beach High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>Dillard High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>Everglades High</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td>Flanagan, Charles W. High</td>
<td>Flanagan Innovative Zone University</td>
</tr>
<tr>
<td>Hallandale High</td>
<td>K-12 STEM</td>
</tr>
<tr>
<td>Hallandale High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>McArthur High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>McArthur High</td>
<td>Mustang University</td>
</tr>
<tr>
<td>McFatter Technical High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>Plantation High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>South Broward High</td>
<td>Linked Education and Employment Outcomes (LEEO)</td>
</tr>
<tr>
<td>South Broward High</td>
<td>Cambridge AICE Program</td>
</tr>
<tr>
<td>Taravella, JP High</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>Western High</td>
<td>STEM Academy</td>
</tr>
<tr>
<td>Western High</td>
<td>Institute of Geospatial Studies</td>
</tr>
</tbody>
</table>
Magnet Programs

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

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MAGNET PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic Technical High School</td>
<td>Technical Academies</td>
</tr>
<tr>
<td>Blanche Ely High School</td>
<td>Medical Sciences</td>
</tr>
<tr>
<td></td>
<td>Science/Pre-Engineering</td>
</tr>
<tr>
<td>Boyd Anderson High School</td>
<td>Health &amp; Wellness</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Deerfield Beach High School</td>
<td>Communications/Broadcast Arts</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Urban Teacher Academy Program</td>
</tr>
<tr>
<td>Dillard High 6-12</td>
<td>Performing &amp; Visual Arts (9-12)</td>
</tr>
<tr>
<td></td>
<td>Emerging Computer Technology</td>
</tr>
<tr>
<td></td>
<td>Digital Entrepreneurship (9-12)</td>
</tr>
<tr>
<td>Fort Lauderdale High School</td>
<td>Pre-Law and Public Affairs</td>
</tr>
<tr>
<td></td>
<td>Cambridge Program</td>
</tr>
<tr>
<td>Hallandale High School</td>
<td>Communications/Broadcast Arts</td>
</tr>
<tr>
<td></td>
<td>International Affairs &amp; Business Technology</td>
</tr>
<tr>
<td>Hollywood Hills High School</td>
<td>Military Academy</td>
</tr>
<tr>
<td>Lauderhill 6-12</td>
<td>STEM MED/Growing STEM</td>
</tr>
<tr>
<td>McFatter Technical High School</td>
<td>Technical Academies</td>
</tr>
<tr>
<td>Miramar High School</td>
<td>Aviation</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Northeast High School</td>
<td>Academies of Excellence: Industrial Biotechnology,</td>
</tr>
<tr>
<td></td>
<td>Latin Academy, Alternative Energy</td>
</tr>
<tr>
<td>Plantation High School</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>Pompano Beach High School</td>
<td>International Affairs w/Information Technology</td>
</tr>
<tr>
<td>Sheridan Technical High School</td>
<td>Technical Academies</td>
</tr>
<tr>
<td>South Broward High School</td>
<td>Marine Science</td>
</tr>
<tr>
<td>South Plantation High School</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Stranahan High School</td>
<td>Medical Sciences</td>
</tr>
<tr>
<td></td>
<td>Science/Pre-Engineering</td>
</tr>
<tr>
<td></td>
<td>Urban Teacher Academy Program</td>
</tr>
</tbody>
</table>

Exceptional Student Education Programs

Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Centers and is designed to assist ESE students to find and maintain competitive employment. Students interested in Career Placement should demonstrate personal independence within the community.
Share Time Programs

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

Share Time opportunities are open to all Broward County full time high school students, age 16 years or older and having earned at least 11 credits. Transportation may be provided to and from your home high school to one of the Center’s college-like campuses.

Students enrolled in private schools and home-schooled students are also welcome. There may be charges for textbooks, uniforms, and supplies.

- Participate in a career and technical education (CTE) program of study with work-based experiences including clinical rotations.
- Award of a technical program certificate
- Articulated postsecondary/college credits at the completion of a technical program and passing certificate / licensure exam(s).

Dual Enrollment in High School and College Courses

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

Students must meet the following requirements:

- Earn a minimum of 11 credits prior to enrollment.
- Earn a minimum 3.0 unweighted grade point average prior to enrollment (2.0 for technical dual enrollment).
- Obtain approval from parent and from the high school principal.
- Obtain minimum ACT, SAT or PERT placement scores prior to enrollment.
- Select courses from the approved list (For courses counting as electives toward the high school diploma, books are not provided by the District).
- Satisfy any required prerequisites.
- Maintain a 3.0 unweighted GPA (2.0 in technical dual enrollment) in high school coursework and a 2.0 college GPA in order to continue in the program.
- The 3.0 high school GPA is inclusive of any Dual Enrollment College Courses taken.
- Conform to all School Board and post-secondary institution policies and procedures.

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

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

Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in force.

Students must meet the following requirements:

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

College Academy at Broward College

The College Academy@ BC (CA), located on the central campus of Broward College, is a full-time dual enrollment program for Broward County high school students. Students may apply in January and February of their sophomore year.

Eligibility criteria are as follows:

- 3.25 unweighted grade point average; meet qualifying CA testing requirements; pass 10th grade FCAT at level 3 or higher; application, personal essay; teacher/counselor recommendation; and good attendance/behavior record

All college and high school courses are taught on the college campus. The program offers qualified students the opportunity to receive a high school diploma and an Associate of Arts (AA) degree concurrently. The quality of the College Academy program is demonstrated by the success of its graduates: 100% of the Class of 2010 earned both a high school diploma and an AA degree and matriculated to upper division colleges and universities. Also, in 2010, 100% of College Academy students qualified for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. Students attend classes from late August through late June, taking a minimum of 15 college credits per semester and a minimum of six college credits in the first summer term. Students must maintain a 2.5 college grade point average in order to remain at The College Academy.

The College Academy is designed for students who have the maturity required for college campus life, the discipline to use their time wisely and the academic ability to handle the rigor of college work.

For further information, contact The College Academy @ BC Central (754) 321-6900 or visit the College Academy website: http://www.collegeacademyatbc.org
Broward Virtual School

Broward Virtual School (BVS) offers full-time and part-time enrollment to students in grades K-12 through an online educational delivery system. BVS offers equitable access to high quality, individualized education, through the internet and other distance learning technologies where students have the opportunity to earn a standard high school diploma entirely online. Students must meet eligibility criteria: a) reside in Broward County, b) FCAT Reading level 2 or higher, c) grades of C or higher in current semester coursework. The virtual environment provides flexibility of time and location. Students may learn wherever they are, whenever they choose, maintaining a specified course pace. Successful online students are self-disciplined, motivated to learn, possess time management skills, and 21st century technology skills.

As a component of The School Board of Broward County, Broward Virtual School is fully accredited by AdvancED and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise partner with Florida Virtual School for middle and high school curriculum. BVS partners with K12 Inc. for its elementary school program.

For course offerings please visit our website at www.bved.net or call 754-321-1100.

Co-Enrollment

High school students who are deficient in credits needed to graduate, or who need to improve their cumulative grade point average in order to meet graduation requirements, may take up to two courses per year while co-enrolled in an adult secondary education program.

- The student must be deficient in the credits required for graduation.
- The student must be attempting a full load of required credits at the home high school during the co-enrollment period.
- The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal (or designee).
- The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

Alternative High Schools

Alternative High Schools offer courses and follow graduation guidelines outlined in this Course Catalog. For more information on Alternative High Schools in your area, please contact your school counselor.
POST SECONDARY PLANNING

The Florida Virtual Campus

The Florida Virtual Campus (FLVC) provides a variety of online services for students from Florida’s public high schools, colleges, and universities, including those previously provided by FACTS.org. FLVC’s academic advising services make it easy for high school students to prepare for college or a career after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation, college and career readiness, and Bright Futures Scholarships. In addition, they can explore Florida’s college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida’s colleges and universities. For more information, visit http://www.flvc.org.

New College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation (now called the College & Career Readiness Evaluation) are still available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals. Students access the evaluations from www.flvc.org> My Records> High School Students. A login ID and password are required.

Broward Advisors for Continuing Education (BRACE)

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

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

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

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

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

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

State University System (SUS) Elective Requirements

Freshman applicants to the State University System must have two or three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective course work. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant’s preparation, the better their chance of admission into the university of choice.
# 2014 Florida State University Matrix

(Student criteria may not be valid for current year admissions)

<table>
<thead>
<tr>
<th></th>
<th>% Applicants Accepted</th>
<th>Mid-Range Core GPA Accepted</th>
<th>Mid-Range SAT Accepted</th>
<th>Mid-Range ACT Accepted</th>
<th>Mid-Range Core GPA Accepted</th>
<th>Mid-Range SAT Accepted</th>
<th>Mid-Range ACT Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer/Fall</td>
<td>SUMMER</td>
<td>SUMMER</td>
<td>SUMMER</td>
<td>SUMMER</td>
<td>SUMMER</td>
<td>SUMMER</td>
</tr>
<tr>
<td>FAMU (Tallahassee)</td>
<td>67%/56%</td>
<td>2.5-2.99</td>
<td>M:400-500</td>
<td>R:400-500</td>
<td>17-20</td>
<td>M:400-500</td>
<td>R:400-500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:400-500</td>
<td></td>
<td>17-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:450-530</td>
<td></td>
<td>22-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:460-550</td>
<td></td>
<td>21-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIU (Miami)</td>
<td>Inv. only/47%</td>
<td>3.10-3.80</td>
<td>M:470-520</td>
<td>R:470-530</td>
<td>19-21</td>
<td>M:520-630</td>
<td>R:530-630</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:460-520</td>
<td></td>
<td>21-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLPOLY (Lakeland)</td>
<td>NA/35%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>M:670</td>
<td>R:640</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>W:600</td>
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<td>W:550-630</td>
<td></td>
<td>27-30</td>
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</tr>
<tr>
<td>NCF (Sarasota)</td>
<td>NA/49%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>M:580-680</td>
<td>R:620-730</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>W:590-700</td>
<td></td>
</tr>
<tr>
<td>UCF (Orlando)</td>
<td>51%/48%</td>
<td>3.6-4.0</td>
<td>M:560</td>
<td>R:550</td>
<td>23-26</td>
<td>M:600</td>
<td>R:600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:540</td>
<td></td>
<td>25-29</td>
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<td></td>
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<td></td>
<td>W:550-660</td>
<td></td>
<td>28-32</td>
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<td></td>
</tr>
<tr>
<td>UNF (Jacksonville)</td>
<td>70%/40%</td>
<td>3.49</td>
<td>M:520-570</td>
<td>R:510-570</td>
<td>21-23</td>
<td>M:560-640</td>
<td>R:570-640</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:450-530</td>
<td></td>
<td>24-28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USF (Tampa)</td>
<td>45%/44%</td>
<td>3.3-3.8</td>
<td>M:520-590</td>
<td>R:520-580</td>
<td>23-26</td>
<td>M:560-660</td>
<td>R:550-640</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:500-560</td>
<td></td>
<td>25-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWF (Pensacola)</td>
<td>55%/68%</td>
<td>3.3</td>
<td>M:490</td>
<td>R:500</td>
<td>22</td>
<td>M:520</td>
<td>R:530</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W:490</td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students who meet criteria are NOT guaranteed offers of admission**
College Admissions Test Dates

For information on college admissions test dates, please visit the following websites:

- **SAT** [www.collegeboard.org](http://www.collegeboard.org)
- **ACT** [www.actstudent.org](http://www.actstudent.org)

Talented 20 Program

The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, encourage students to strive for better grades, and pursue rigorous academic courses. Students eligible for the Talented 20 program are guaranteed admission to one of the twelve state universities and are given priority for the awarding of funds from the Florida Student Assistance Grant, a needs-based student assistance program. Please note, that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of their choice.

In order to qualify for the Talented 20 program, students must:

- Be enrolled in a Florida public high school and graduate with a standard diploma;
- Be ranked in the top 20% of the class after the posting of seventh semester grades;
- Take the ACT or SAT (no minimum score is required); and
- Complete all eighteen college preparatory credits as specified in State Board of Education Rules.

Bright Futures Scholarship Program

- The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:
  - Apply online and complete the *Initial Student Florida Financial Aid Application* at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), by selecting *State Grants, Scholarships & Applications*, then Apply Here, during their last year in high school (after December 1 and prior to graduation). **Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.**
  - Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
  - Earn a Florida standard high school diploma or its equivalent. For information on GED, Home Education, or dependents of military or public service personnel outside of Florida, students should visit the State Student Financial Aid website at [www.FloridaStudentFinancialAid.org/SSFAD/bf](http://www.FloridaStudentFinancialAid.org/SSFAD/bf). Under the title **First Time Applicants**, select the links for **Home Educated**, **GED**, or **Out-of-State**.
  - Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities, and public vocational technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), **State Grants, Scholarships & Applications**. Select the tab **State Program Links** from the blue toolbar across the top of the page. Look for the links under the title **Eligible Institution Information**.
  - Be enrolled for at least six non-remedial semester credit hours or the equivalent.
  - Not have been found guilty of, nor pled no contest to, a felony charge.
Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

The following charts outline the eligibility requirements for each of the three types of Bright Futures awards for 2015 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.

Initial Eligibility Requirements for Year 2015 High School Graduates

The following initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school or a registered Florida Department of Education private high school. Students must apply by submitting an Initial Student Florida Financial Aid Application at www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm during their last year in high school, prior to their high school graduation or forever forfeit a Bright Futures Scholarship.

Course Weighting for the Bright Futures Grade Point Average

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System.
- State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook. (Note: Not all Level 3 courses are weighted.)
- Courses may be confirmed on the Comprehensive Course Table (CCT) at: https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx

The assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures Scholarships.

<table>
<thead>
<tr>
<th>Weighted Quality Points by Course Type</th>
<th>Unweighted Quality Points by Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Weighted Quality Points for a .50 Credit Course</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>2.25</td>
</tr>
<tr>
<td>B</td>
<td>1.75</td>
</tr>
<tr>
<td>C</td>
<td>1.25</td>
</tr>
<tr>
<td>D</td>
<td>0.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Weighted Quality Points for a .50 Credit Course</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>2.0</td>
</tr>
<tr>
<td>B</td>
<td>1.5</td>
</tr>
<tr>
<td>C</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>0.5</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Refer to Complete Bright Futures Eligibility Criteria at http://www.floridastudentfinancialaid.org/FFPAB/FF7/

### Bright Futures Initial Eligibility (Columns A-D) and Scholarship Award Information (Columns E-K) by High School Graduation Year

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Eligibility</strong></td>
<td><strong>Scholarship Award Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s High School Graduation Year</td>
<td>Required SAT/ACT Score to Earn FAS Award</td>
<td>Required SAT/ACT Score to Earn FMS Award</td>
<td>Community Service Requirements</td>
<td>Initial Eligibility Year (3rd academic year after high school graduation)</td>
<td>Number of FAS/FMS Hours of Funding Available</td>
<td>Number of GSV Hours of Funding Available</td>
<td>Number of Years to Receive Initial Funding</td>
<td>Number of Years of Funding Available</td>
<td>Restoration Opportunity</td>
<td>FAS/FMS Graduate Study Funding Availability</td>
</tr>
<tr>
<td>2008-2009 and earlier</td>
<td>1270 SAT/28 ACT</td>
<td>970 SAT/20 ACT</td>
<td>HE = 1070/23</td>
<td>FAS = 75 hrs</td>
<td>FMS = 0 hrs</td>
<td>GSV = 0 hrs</td>
<td>2005-10 and earlier</td>
<td>110% of program of study up to 120 credit hours</td>
<td>110% of program of study up to 90 credit hours</td>
<td>Must receive initial funding within 3 years of high school graduation.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1270 SAT/28 ACT</td>
<td>970 SAT/20 ACT</td>
<td>HE = 1070/23</td>
<td>FAS = 75 hrs</td>
<td>FMS = 0 hrs</td>
<td>GSV = 0 hrs</td>
<td>2010-11</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 90 credit hours</td>
<td>Must receive initial funding within 3 years of high school graduation.</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1270 SAT/28 ACT</td>
<td>970 SAT/20 ACT</td>
<td>HE = 1070/23</td>
<td>FAS = 75 hrs</td>
<td>FMS = 0 hrs</td>
<td>GSV = 0 hrs</td>
<td>2011-12</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 90 credit hours</td>
<td>Must receive initial funding within 3 years of high school graduation.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1270 SAT/28 ACT</td>
<td>980 SAT/21 ACT</td>
<td>HE = 1070/23</td>
<td>FAS = 100 hrs</td>
<td>FMS = 75 hrs</td>
<td>GSV = 30 hrs</td>
<td>2012-13</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 120 credit hours</td>
<td>Must receive initial funding within 3 years of high school graduation.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1280 SAT/22 ACT</td>
<td>1020 SAT/22 ACT</td>
<td>HE = 1070/23</td>
<td>FAS = 100 hrs</td>
<td>FMS = 75 hrs</td>
<td>GSV = 30 hrs</td>
<td>2013-14</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 120 credit hours</td>
<td>Must receive initial funding within 3 years of high school graduation.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1290 SAT/29 ACT</td>
<td>1170 SAT/26 ACT</td>
<td>HE = 1220/27</td>
<td>FAS = 100 hrs</td>
<td>FMS = 75 hrs</td>
<td>GSV = 30 hrs</td>
<td>2014-15</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 120 credit hours</td>
<td>Must receive initial funding within 2 years of high school graduation.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1290 SAT/29 ACT</td>
<td>1170 SAT/26 ACT</td>
<td>HE = 1220/27</td>
<td>FAS = 100 hrs</td>
<td>FMS = 75 hrs</td>
<td>GSV = 30 hrs</td>
<td>2015-16</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 120 credit hours</td>
<td>Must receive initial funding within 2 years of high school graduation.</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1290 SAT/29 ACT</td>
<td>1170 SAT/26 ACT</td>
<td>HE = 1220/27</td>
<td>FAS = 100 hrs</td>
<td>FMS = 75 hrs</td>
<td>GSV = 30 hrs</td>
<td>2016-17</td>
<td>100% of program of study up to 120 credit hours</td>
<td>100% of program of study up to 120 credit hours</td>
<td>Must receive initial funding within 2 years of high school graduation.</td>
</tr>
</tbody>
</table>

1High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2011 and August 31, 2012 graduated in the 2011-2012 academic year.

2Home educated students who are unable to document a college preparatory curriculum and wish to earn an FAS award, must earn a 1070 SAT or 23 ACT, and as of 2013-14 must earn a 1220 SAT or 27 ACT.

3All students are required to file a complete and error-free Free Application for Federal Student Aid (FAFSA) prior to disbursement.

4Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours to complete.

5Exception to the maximum number of years to begin receiving funding is made for students who are active military.

6Students unable to complete their program after 5 academic years may be granted a 1-year extension to the renewal timeframe due to a verified illness or other documented emergency.

7The award may not be restored if it was lost due to insufficient hours prior to the 2009-2010 academic year.

8FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.
Award Amounts

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type.

<table>
<thead>
<tr>
<th>2014-15 Bright Futures Scholarship</th>
<th>Per Hour Award Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>Florida Academic Scholars (FAS)</td>
<td></td>
</tr>
<tr>
<td>4 Year</td>
<td>$103</td>
</tr>
<tr>
<td>2 Year</td>
<td>$63</td>
</tr>
<tr>
<td>Florida Public Colleges / Baccalaureate Programs</td>
<td></td>
</tr>
<tr>
<td>Career / Technical Centers</td>
<td>$52</td>
</tr>
<tr>
<td>Florida Medallion Scholars (FMS)</td>
<td></td>
</tr>
<tr>
<td>4 Year</td>
<td>$77</td>
</tr>
<tr>
<td>2 Year</td>
<td>$48</td>
</tr>
<tr>
<td>Florida Public Colleges / Associate Programs</td>
<td></td>
</tr>
<tr>
<td>Florida Public Colleges / Baccalaureate Programs</td>
<td></td>
</tr>
<tr>
<td>Career / Technical Centers</td>
<td>$39</td>
</tr>
<tr>
<td>Gold Seal Vocational Scholars (GSV) – 2011-12 HS Graduates and later*</td>
<td></td>
</tr>
<tr>
<td>Career Certificate Program (PSAV)</td>
<td>$39</td>
</tr>
<tr>
<td>Applied Technology Diploma Program (ATD)</td>
<td>$39</td>
</tr>
<tr>
<td>Technical Degree Education Program (AS, AAS, CCC)</td>
<td>$48</td>
</tr>
<tr>
<td>Gold Seal Vocational Scholars (GSV) – 2010-11 HS Graduates and earlier</td>
<td></td>
</tr>
<tr>
<td>4 Year</td>
<td>$77</td>
</tr>
<tr>
<td>2 Year</td>
<td>$48</td>
</tr>
<tr>
<td>Florida Public Colleges / Baccalaureate Programs</td>
<td></td>
</tr>
<tr>
<td>Career / Technical Centers</td>
<td>$44</td>
</tr>
</tbody>
</table>

*GSV Initial students, as of 2012-13, and Installs and Renewals thereafter, are ONLY eligible to receive funding in these vocational education categories.

The top Florida Academic Scholar in each district is awarded a bonus per credit hour award. The rankings of the Academic Top Scholar are calculated using a formula based on the student’s Bright Futures GPA and ACT/SAT test scores.

<table>
<thead>
<tr>
<th>2014-15 Academic Top Scholars</th>
<th>Per Hour Award Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>4 Year</td>
<td>$44</td>
</tr>
<tr>
<td>2 Year</td>
<td>$44</td>
</tr>
<tr>
<td>Florida Public Colleges / Baccalaureate Programs</td>
<td></td>
</tr>
<tr>
<td>Career / Technical Centers</td>
<td>$44</td>
</tr>
</tbody>
</table>
Scholarship Opportunities

Scholarships are most commonly money awarded from various sources based on merit and/or financial need, generally applied towards the cost of attending school.

Types of scholarships:
- Need based - awarded primarily based on financial need.
- Merit based - awarded primarily based on unique talents or achievements, such as academics or athletics.
- Many scholarships look at a combination of need and merit.

The District School Counseling Office maintains a continuously updated Scholarship Bulletin, made available on the BRACE website and from each high school’s BRACE Advisor. The BRACE website also contains links to some of the popularly used scholarship search engines.

Florida Pre-Paid College Program

Application forms may be obtained from School Counseling, BRACE Advisor or by writing to Florida Prepaid College Program P.O. Box 6448 Tallahassee, FL 32315-6448. For additional information, call 1-800-552-GRAD.

National Collegiate Athletic Association Requirements (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division 1 and 2 colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:
- Minimum core-course GPA of 2.3 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who enters a NCAA Division II college or university on or after August 1, 2013, (2012-2013 high school graduates) will be required to complete 16 core courses instead of the current 14.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit https://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks. A list of approved core courses is available at www.ncaaclearinghouse.net.

Virtual Counselor: A Great Resource for Scheduling

Did you know that students and parents can access school records electronically? Use Virtual Counselor to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students begin by creating an account at school at http://web/dwh. Parents can create their own account through www.browardschools.com.

Service Learning-Student Volunteer Service Program

The purpose of the Student Volunteer Service Program is to acquaint high school students with the need to become participating agents of change by providing service to both their school and community. All Service Learning hours must be documented on the Service Learning Log Sheet. Log Sheets must be returned to the Service Learning Coordinator. Students must retain a copy of this form for their records. Students may start earning Service Learning Hours as soon as they are promoted to ninth grade. Students completing 250 total volunteer service hours are eligible to receive a silver cord worn at commencement.
Silver Knight Award

The Silver Knight Awards program was instituted at The Miami Herald in 1959 by John S. Knight, past publisher of The Miami Herald, founder and editor emeritus of Knight-Ridder Newspapers and 1968 Pulitzer Prize Winner. Nominees are outstanding 12th grade students selected by their high schools. Fifteen panels of volunteer judges read the nomination forms and conduct interviews. All nominations will be screened before going into the interview phase. Not everyone will qualify for the interview phase. Judges will select a Silver Knight winner and three Honorable Mentions in each category. Nominating students is the responsibility of each high school. Selecting judges, arranging interviews and presenting the awards are the responsibilities of The Miami Herald.

Eligibility: The Silver Knight Awards program is open to 12th grade students with a minimum 3.2 GPA (unweighted) in public, private, and parochial schools in Miami-Dade and Broward counties. Only students with strong records of service to their school and community should be nominated. School may nominate one student per category.

Fifteen Categories:

- Art
- Athletics
- Business
- Drama
- English & Literature
- World Languages
- General Scholarship
- Journalism
- Mathematics
- Music & Dance
- New Media
- Science
- Social Science
- Speech
- Vocational - Technical
Pompano Beach High School
Course Offerings
International Affairs With
Information Technology
Magnet Program

Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Magnet Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Biology Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>Chemistry Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>Physics Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>1 Additional Science Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Global Studies Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>World History Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>American History Honors</td>
<td>(1)</td>
</tr>
<tr>
<td>American Government Honors</td>
<td>(0.5)</td>
</tr>
<tr>
<td>Economics Honors</td>
<td>(0.5)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>HOPE</td>
<td>(1)</td>
</tr>
<tr>
<td>Technology</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the Florida High School diploma are contained within the Magnet Diploma. The Magnet Diploma maintains a level of rigor recommended by the Florida College / University system.

It is expected that all students will pursue the requirements of a magnet diploma.

All students must take one course online to fulfill their graduation requirement.

Grade Point Average
Students must maintain a 2.5 unweighted GPA to remain in Pompano Beach High School.
# Pompano Beach High School
## Four-Year Planning Worksheet

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Required Credits</th>
<th>Courses</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
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<td></td>
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<tr>
<td>Mathematics</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Honors</td>
<td>(9&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry Honors</td>
<td>(10&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics Honors</td>
<td>(11&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Additional Science</td>
<td>(12&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Studies Honors</td>
<td>(9&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History Honors</td>
<td>(10&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History Honors</td>
<td>(11&lt;sup&gt;th&lt;/sup&gt;) 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Gov't Honors</td>
<td>(12&lt;sup&gt;th&lt;/sup&gt;) ½</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics Honors</td>
<td>(12&lt;sup&gt;th&lt;/sup&gt;) ½</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOPE</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing / Fine Arts</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business/Technology</td>
<td>3*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Three business/technology courses must be within the same program (e.g. Gaming Simulation / Programming, International Business or Scientific Visualization).
Testing Requirements
As an additional requirement for a high school diploma, students must pass the Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessments (FSA) for the English Language Assessment (ELA) and End of Course (EOC) depending on cohort year.

Service Hour Requirements

• 40 hours for graduation
• 250 hours for the Silver Cord

Bright Futures Service Hour Requirements

• 30 hours for the Florida Gold Seal
• 75 hours for the Florida Medallion
• 100 for the Florida Academic Scholars Award
Pompano Beach High School
Course Offerings
2015 – 2016

Art

Course Title: Ceramics/Pottery I
Course Number: 01023000
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
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.
The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.
Special Note: Will meet graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.

Course Title: Ceramics/Pottery II
Course Number: 01023100
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
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.
The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.
PREREQUISITE: Ceramics/Pottery I
Special Note: Will meet graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.

Course Title: Ceramics/Pottery III Honors
Course Number: 01023200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
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. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non-functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities. 

**PREREQUISITE:** Ceramics/Pottery II

**Special Note:** Will meet graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.

**Course Title:** Two-Dimensional Art I  
**Course Number:** 01013000  
**Credit:** 1.00  
**Grade Level:** 9-12  

**Major Concepts/Content**

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. They use analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and experimenting with potential solutions to art challenges based on their foundational structural, historical, and cultural knowledge. Students investigate, analyze, and learn to honor the art of Western and non-Western cultures, which informs their own choices when creating works of art and their understanding of the role of art in global culture. As they work, students develop and apply, at a basic level, 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

**Course Title:** Two-Dimensional Art II  
**Course Number:** 01013100  
**Credit:** 1.00  
**Grade Level:** 9-12  

**Major Concepts/Content**

This year-long, intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2-D) artworks, which may include drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and reinforce knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. They use increasingly sophisticated oral and written analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and selecting solutions to art challenges based on their growing structural, historical, and cultural knowledge. Students analyze and honor the art
of Western and non-Western cultures, comparing art styles and the people and other influences that molded them, which informs their own choices when creating works of art. As they work, students develop and apply 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

**PREREQUISITE: Two-Dimensional Art I**

*Special Note: This course incorporates hands-on activities and consumption of art materials.*

**Course Title:** Portfolio I  
**Course Number:** 01093100  
**Credit:** 1.00  
**Grade Level:** 9-12  
**Major Concepts/Content**

The purpose of this course is to develop a portfolio containing an artist’s statement and a diverse range of the student’s own works of art. The content should include but not be limited to the following:

Characteristics and uses of portfolios, portfolio management and inventory, artist’s statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

*Special Note: Will meet graduation requirement for Performing Fine Arts. This incorporates hands-on activities and consumption of art materials.*

**Course Title:** Portfolio II  
**Course Number:** 01093200  
**Credit:** 1.00  
**Grade Level:** 9-12  
**Major Concepts/Content**

The purpose of this course is to develop a portfolio containing an artist’s statement and a diverse range of the student’s own advanced works of art. The content should include but not be limited to the following:

Characteristics and uses of portfolios, portfolio management and inventory, artist’s statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

**PREREQUISITE: Portfolio I**

*Special Note: Will meet graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.*

**Course Title:** Portfolio III Honors  
**Course Number:** 01093300  
**Credit:** 1.00  
**Grade Level:** 9-12

Major Concepts/Content
The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own professional-quality works of art. The content should include but not be limited to the following:
Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

PREREQUISITE: Portfolio II
Special Note: Will meet graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.

Course Title: Adv. Placement Art -2-D Design Portfolio
Course Number: 01093502
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wished to seek AP credit through submitting a Portfolio of work for consideration by the College Board.
The content should include, but not be limited to the following: advanced study of the elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value, and color), advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, and proportion/scale development of proficiency in a variety of 2-D forms including but not limited to graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking, advanced study of approaches to representation, abstraction, and expression development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.
Special Note: Will meet graduation requirement for Performing Fine Arts. This course is designed for the advanced student who wishes to submit a 2-D Portfolio for consideration of advanced placement credit.

Course Title: Adv. Placement Art-Drawing Portfolio
Course Number: 01043000
Credit: 1.00
Grade Level: 9-12

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

Special Note: Will meet graduation requirement for Performing Fine Arts.
### World Languages

<table>
<thead>
<tr>
<th>Course Title &amp; Number:</th>
<th>WORLD LANGUAGES I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chinese I 07113000</td>
</tr>
<tr>
<td></td>
<td>French I 07013200</td>
</tr>
<tr>
<td></td>
<td>Spanish I 07083400</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Major Concepts/Content**
World Languages I introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:
- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

**PREREQUISITES:** None

**Special Note:** Meets Florida Academic Scholars Program Requirements for World Languages. NCAA

<table>
<thead>
<tr>
<th>Course Title &amp; Number:</th>
<th>WORLD LANGUAGES II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chinese II 07113100</td>
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<tr>
<td></td>
<td>French II 07013300</td>
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<tr>
<td></td>
<td>Spanish II 07083500</td>
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<tr>
<td><strong>Credit:</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Major Concepts/Content**
World Languages II reinforces the fundamental skills acquired by the students in Foreign Language I. 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 World Languages I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

The content should include, but not be limited to, the following:
- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

**PREREQUISITES:** World Languages I or mastery of Student Performance Standards and teacher recommendation.  
Special Note: Meets Florida Academic Scholars Program Requirements for World Languages. NCAA

<table>
<thead>
<tr>
<th><strong>Course Title &amp; Number:</strong></th>
<th><strong>WORLD LANGUAGES III</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese III (Honors)</td>
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</tr>
<tr>
<td>French III (Honors)</td>
<td>07013400</td>
</tr>
<tr>
<td>Spanish III (Honors)</td>
<td>07083600</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Grade Level:</strong></td>
<td>9-12</td>
</tr>
<tr>
<td><strong>Major Concepts/Content</strong></td>
<td></td>
</tr>
</tbody>
</table>
World Languages III provides mastery and expansion of skills acquired by the students in Foreign Language II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Students’ acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. The content should include, but not be limited to, the following:  
- conversational expression of feelings, ideas, and opinions in the target language  
- comprehension of spoken and written target language  
- oral and written presentation of information and ideas, in the target language to an audience  
- social interaction patterns within French culture(s)  
- connections between the target language and culture(s) and other disciplines  
- communication patterns of languages  
- target language usage within and beyond the school setting  
**PREREQUISITES:** World Languages II or mastery of Student Performance Standards and teacher recommendation.  
**Special Note:** Meets Florida Academic Scholars Program Requirements for World Languages. NCAA

<table>
<thead>
<tr>
<th><strong>Course Title &amp; Number:</strong></th>
<th><strong>WORLD LANGUAGES IV</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese IV (Honors)</td>
<td>07113300</td>
</tr>
<tr>
<td>French IV (Honors)</td>
<td>07013500</td>
</tr>
<tr>
<td>Spanish IV (Honors)</td>
<td>07083700</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>1.00</td>
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<tr>
<td><strong>Grade Level:</strong></td>
<td>9-12</td>
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<tr>
<td><strong>Major Concepts/Content</strong></td>
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</tbody>
</table>
World Languages IV expands the skills acquired by the students in World Languages III. 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 newspapers, magazines, and literary works. The content should include, but not be limited to, the following:  
- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language to an audience
- social interaction patterns within target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

**PREREQUISITES:** World Languages III or mastery of Student Performance Standards and teacher recommendation.

**Special Note:** Meets Florida Academic Scholars Program Requirements for World Languages.

**Course Title & Number:** WORLD LANGUAGES V
Chinese V (Honors) 07113350

**Credit:** 1.00
**Grade Level:** 9-12

**Major Concepts/Content**
Chinese 5 expands the skills acquired by students in Chinese 4. Specific content to be covered includes, but is not limited to, developing communication skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Writing is enhanced through compositions using correct language structures.

**PREREQUISITES:** World Languages IV or mastery of Student Performance Standards and teacher recommendation.

**Course Title:** Spanish for Spanish Speakers I-III
**Course Number:**
Spanish Speakers I 07093000
Spanish Speakers II 07093100
Spanish Speakers III (Honors) 07093200

**Credit:** 1.00
**Grade Level:** 9-12

**Major Concepts/Content**
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:
- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

**PREREQUISITES:** Teacher Recommendation

**Course Title & Number:** ADVANCED PLACEMENT WORLD LANGUAGES

<table>
<thead>
<tr>
<th>Language</th>
<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>Chinese Language (AP)</td>
<td>07113400</td>
</tr>
<tr>
<td>French Language (AP)</td>
<td>07013800</td>
</tr>
<tr>
<td>Spanish Language (AP)</td>
<td>07084000</td>
</tr>
</tbody>
</table>

**Credit:** 1.00

**Grade Level:** 11-12

**Major Concepts/Content**

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

**PREREQUISITES:** World Languages IV or mastery of Student Performance Standards corresponding to Foreign Language IV and teacher recommendation.

**Special Note:** Meets Florida Academic Scholars Program Requirements for World Languages. SUS/Bf, NCAA

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**Health & Physical Education**

**Course Title:** Health Opportunities through Physical Education (HOPE)

**Course Number:** 30260100

**Credit:** 1.0

**Grade Level:** 9-12

**Major Concepts/Content**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content includes, but is not limited to application of fitness and health concepts, risk and benefits of varying fitness levels, development of an individual wellness plan, completion of a behavior change project, analyzation of skill related fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol, and other drug use and abuse — risk protective factors.

**PREREQUISITE:** None

**Special Note:** This course required for graduation if this HOPE option is chosen. Any student whose parents make a written request to the school principal shall be exempt from the HIV/AIDS and human sexuality instructional activities.

**Course Title:** Beginning Weight Training

**Course Number:** 15013400

**Credit:** .50

**Grade Level:** 9-12
Major Concepts/Content
Beginning Weight Training 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.

PREREQUISITE: None

Course Title: Intermediate Weight Training
Course Number: 15013500
Credit: .50
Grade Level: 9-12
Major Concepts/Content
Intermediate Weight Training provides students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image.

PREREQUISITE: Beginning Weight Training or Instructor’s Permission

Course Title: Advanced Weight Training
Course Number: 15013600
Credit: .50
Grade Level: 9-12
Major Concepts/Content
Advanced Weight Training provides students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

PREREQUISITE: Intermediate Weight Training or Instructor’s Permission

Course Title: Beginning Power Weight Training
Course Number: 15014100
Credit: .50
Grade Level: 9-12
Major Concepts/Content
The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting), and improve or maintain health related fitness.

PREREQUISITE: Beginning, Intermediate, & Advanced Weight Training or Instructor’s Permission

Course Title: Team Sports I
Course Number: 15033500
Credit: .50
Grade Level: 9-12
Major Concepts/Content
Team Sports I provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules,
and safety practices necessary to participate in selected team sports which may include, but not be limited to, basketball, flag football, flickerball, gatorball, soccer, softball, speedball, track and field, and volleyball.

**PREREQUISITE:** None

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Team Sports II</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>15033600</td>
</tr>
<tr>
<td>Credit</td>
<td>.50</td>
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<tr>
<td>Grade Level</td>
<td>9-12</td>
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</tbody>
</table>

**Major Concepts/Content**

Team Sports II provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports not addressed in Team Sports I and maintain and/or improve their personal fitness.

**PREREQUISITE:** None

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Individual and Dual Sports I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>15024100</td>
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<tr>
<td>Credit</td>
<td>.50</td>
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<tr>
<td>Grade Level</td>
<td>9-12</td>
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</tbody>
</table>

**Major Concepts/Content**

Individual and Dual Sports I provides students with opportunities to acquire knowledge of strategies and develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content includes knowledge and application skills, techniques, strategies, rules, and safety practices. Individual and dual sports selected may include but not be limited to archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis.

**PREREQUISITE:** None

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Individual and Dual Sports II</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>15024200</td>
</tr>
<tr>
<td>Credit</td>
<td>.50</td>
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<tr>
<td>Grade Level</td>
<td>9-12</td>
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</tbody>
</table>

**Major Concepts/Content**

Individual and Dual Sports II provides students with opportunities to acquire knowledge of strategies and develop skills in selected individual and dual sports not addressed in Individual and Dual Sports I.

**PREREQUISITE:** None

**Language Arts**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English I Honors</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>10013200</td>
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<tr>
<td>Credit</td>
<td>1.00</td>
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<tr>
<td>Grade Level</td>
<td>9</td>
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</table>
**Major Concepts/Content**

English Honors I promotes academic excellence in English language arts through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes in both times and untimed settings. All stages of the writing process are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITE:** None.

**Special Notes:** Meets graduation requirement for English. NCAA.

**Course Title:** English II Honors  
**Course Number:** 10013500  
**Credit:** 1.00  
**Grade Level:** 10

**Major Concepts/Content**

English Honors II promotes excellence in English language arts through the study of world literature. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature. Technology is incorporated into all aspects of the course.

**PREREQUISITE:** One English credit.

**Special Notes:** Meets graduation requirement in English. NCAA.

**Course Title:** English III Honors  
**Course Number:** 10013800  
**Credit:** 1.00  
**Grade Level:** 11

**Major Concepts/Content**

This course promotes excellence in English language arts through enriched experiences through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITES:** Two English credits.

**Special Notes:** Meets graduation requirement in English. NCAA.
### Course Title: Advanced Placement English Language And Composition (AP)

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>10014200</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>1.00</td>
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<tr>
<td>Grade Level:</td>
<td>11</td>
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</table>

**Major Concepts/Content**

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 provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing needs in college. Students are expected to take the Advanced Placement examination offered by the College Board.

**PREREQUISITES:** Two English credits.

**Special Notes:** This is a college-level course. Meets graduation requirement in English. NCAA.

### Course Title: English IV Honors

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>10014100</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>1.00</td>
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<tr>
<td>Grade Level:</td>
<td>12</td>
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</tbody>
</table>

**Major Concepts/Content**

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

**PREREQUISITE:** Three English credits.

**Special Notes:** Meets graduation requirement in English. NCAA.

### Course Title: Advanced Placement English Literature And Composition (AP)

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>10014300</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>1.00</td>
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<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
</tbody>
</table>

**Major Concepts/Content**

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 through the study of poetry, drama, fiction and expository prose. Students develop critical standards for the analysis 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.

**PREREQUISITES:** Two English credits. 
**Special Notes:** This is a college-level course. Meets graduation requirement in English. NCAA.

**Course Title:** Dual Enrollment English Composition I  
**Course Number:** ENC1101D  
**Credit:** 1.00  
**Grade Level:** 11-12  
**Major Concepts/Content:**  
This course is an introduction to writing at the college level in which the student writes expository themes in various modes. Research methods are introduced and a documented paper is required.  
**PREREQUISITE:** Teacher Recommendation.  
**Special Notes:** Meets graduation requirement in English. NCAA

**Course Title:** Dual Enrollment English Composition II  
**Course Number:** ENC1102D  
**Credit:** 1.00  
**Grade Level:** 12  
**Major Concepts/Content:**  
This composition course stresses structural and analytical writing, including narration and argumentation. Selected readings in prose, drama, and poetry supplement the course and provide topics for discussion and written assignments. Students use a variety of research and investigative techniques to produce a documented paper.  
**PREREQUISITE:** Teacher Recommendation.  
**Special Notes:** Meets graduation requirement in English. NCAA

**Language Arts Electives**

**Course Title:** Theatre I  
**Course Number:** 04003100  
**Credit:** 1.00  
**Grade Level:** 9-12  
**Major Concepts/Content**  
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.  
**PREREQUISITE:** None.  
**Special Note:** Elective credit. Meets graduation requirement for Performing Fine Arts.
Course Title: Theatre II
Course Number: 04003200
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
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.
PREREQUISITE: One credit in drama.
Special Note: Elective credit. Meets graduation requirement for Performing Fine Arts.

Course Title: Theatre III Hon
Course Number: 04003300
Credit: 1.00
Grade Level: 10-12
Major Concepts/Content
The purpose of this course is to provide opportunities for drama students to continue study in acting and production techniques. The content should include, but not be limited to, the following: instruction in specific acting techniques used in various kinds of dramatic presentations; study of acting theories; and practice and theory in set design, makeup, and lighting.
PREREQUISITE: Two credits in drama.
Special Note: Elective credit. Meets graduation requirement for Performing Fine Arts.

Course Title: Theatre IV Honors
Course Number: 04003400
Credit: 1.00
Grade Level: 10-12
Major Concepts/Content
The purpose of this course is to provide for the study of various aspects of dramatic and theatrical art. The content should include, but not be limited to, the following: study and practical application in costume, scenery, lighting, and sound design; make-up techniques; advanced acting techniques; theatrical management; and participation in solo and ensemble performances.
PREREQUISITE: Teacher recommendation and school guidelines.
Special Note: Elective credit. Meets graduation requirement for Performing Fine Arts.

Course Title: Journalism I (Intro) Honors
Course Number: 1006300H
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade. This course provides a blended implementation of the Next Generation Sunshine State Standards and the Common Core State Standards as per state requirements.

PREREQUISITES: None.
Special Note: This course satisfies the computer competency requirement. It may be used for the practical arts graduation requirement.

Course Title: Journalism I
Course Number: 1006300G (Newspaper) Local Honors
1006300I (Yearbook) Local Honors
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is the same as Journalism I except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: Teacher recommendation and school guidelines.
Special Note: Elective credit.

Course Title: Journalism II Honors
Course Number: 1006310R (Newspaper) Local Honors
1006310U (Yearbook) Local Honors
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is the same as Journalism II except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: Teacher recommendation and school guidelines.
Special Note: Elective credit.

Course Title: Journalism III
Course Number: 1006320R (Newspaper) Local Honors
1006320U (Yearbook) Local Honors
Credit: 1.00
Grade Level: 10-12

Major Concepts/Content
The purpose of this course is the same as Journalism III except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: Teacher recommendation and school guidelines.
Special Note: Elective credit.

Course Title: Journalism IV
Course Number: 1006330R (Newspaper) Local Honors
                   1006330U (Yearbook) Local Honors
Credit: 1.00
Grade Level: 11-12

Major Concepts/Content
The purpose of this course is the same as Journalism IV except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: Teacher recommendation and school guidelines.
Special Note: Elective credit.

Course Title: Debate I Local Honors
Course Number: 1007330D
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content should include, but not be limited to, the following: logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations. The purpose of this course is the same as Debate I except that students seeking honors credit must complete in after-school and/or weekend tournaments. This course provides a blended implementation of the Next Generation Sunshine State Standards and the Common Core State Standards as per state requirements.

PREREQUISITES: None.

Course Title: Debate II Local Honors
Course Number: 1007340J
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to continue the development of skills related to debate and forensic activities. The content should include, but not be limited to, the following: the principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities. This course provides a blended
implementation of the Next Generation Sunshine State Standards and the Common Core State Standards as per state requirements.

**PREREQUISITE:** One credit in debate.

**Course Title:** Debate III Honors  
**Course Number:** 10073500  
**Credit:** 1.00  
**Grade Level:** 10-12

**Major Concepts/Content**
The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates. This course provides a blended implementation of the Next Generation Sunshine State Standards and the Common Core State Standards as per state requirements.

**PREREQUISITE:** Two credits in debate.

**Course Title:** Creative Writing I  
**Course Number:** 1009320A  
**Credit:** .50  
**Grade Level:** 9-12

**Major Concepts/Content**
The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, the following: development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction.

**PREREQUISITES:** None.

**Special Notes:** Elective credit only. NCAA.

**Course Title:** Creative Writing II  
**Course Number:** 1009330A  
**Credit:** .50  
**Grade Level:** 9-12

**Major Concepts/Content**
The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I. The content should include, but not be limited to, the following: instruction and practice in writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction. The technical aspects of publishing student work in literary publications will also be included.

**PREREQUISITES:** Creative Writing I

**Course Title:** Creative Writing III Hon  
**Course Number:** 10093310  
**Credit:** .50  
**Grade Level:** 11-12
Major Concepts/Content
The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include, but not be limited to, the following: a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine, writing for varied purposes and in varied genres, including, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions collaboration amongst peers, especially regarding peer reviews of multiple drafts.

PREREQUISITES: Creative Writing II

Course Title: Creative Writing IV Hon
Course Number: 10093320
Credit: .50
Grade Level: 11-12

Major Concepts/Content
The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include, but not be limited to, the following: a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine, writing for varied purposes and in varied genres, including, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions collaboration amongst peers, especially regarding peer reviews of multiple drafts.

PREREQUISITES: Creative Writing IV

Course Title: Tech Crew I
Course Number: 01074400
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce 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.

PREREQUISITES: Teacher Recommendation

Course Title: Tech Crew II
Course Number: 01074500
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Students explore and develop concepts, terminology, techniques, and applications 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.

**PREREQUISITES: Visual Technology I and Teacher Recommendation**

**Course Title:** Teacher Assisting II  
**Course Number:** 89090200  
**Credit:** 1.00  
**Grade Level:** 10-12

**Major Concepts/Content**
This course is designed to develop competencies in the legal factors related to education; creating assessments; the supervision of student health and safety; the reporting of child abuse and drug abuse; working with exceptional students; diversity awareness; and strategies to support students’ learning activities. During this course students must participate in and document a minimum of 15 hours of field experience and/or observation (this is in addition to the 10 hours completed during Teacher Assisting I) and should continue developing their portfolio. Students are expected to read and write with competency within this CTE program by teachers providing these experiences with rigor. The complete program includes: Teacher Assisting 1, 2, and 3.

**PRE REQUISITE: Teacher Assisting I**

**Course Title:** Teacher Assisting III Local Honors  
**Course Number:** 89090300  
**Credit:** 1.00  
**Grade Level:** 11-12

**Major Concepts/Content**
This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences; it includes job related math skills and the ability to prepare classroom materials. During this course students must participate in and document 25 hours of a practicum and continue developing their portfolio. Students are expected to read and write with competency within this CTE program by teachers providing these experiences with rigor. The complete program includes: Teacher Assisting 1, 2, and 3.

**PRE REQUISITE: Teacher Assisting 1 or 2**

**Course Title:** Teacher Assisting IV Local Honors  
**Course Number:** 89090300  
**Credit:** 1.00  
**Grade Level:** 11-12

**Major Concepts/Content**
This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50 hour practicum (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student must be conducted by the instructor during the latter part of the practicum experience. The student must submit a completed portfolio to the instructor by the end of this course.
Mathematics

Course Title: Algebra I Honors
Course Number: 12003200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Algebra I Honors is a rigorous course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y-intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

PREREQUISITE: Teacher Recommendation.

SPECIAL NOTE: Earning credit in this course precludes the earning of credit in Algebra I, Algebra Ib, Applied Mathematics II, and Integrated Mathematics II. This course satisfies the algebra graduation requirement. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA.

The algebra graduation requirement may be satisfied by earning credit in:
Algebra I or Algebra I Honors or
Algebra Ia and Algebra Ib or
Applied Math I and Applied Math II or
Integrated Mathematics I and Integrated Mathematics II or
Algebra II or Integrated Mathematics III or
any Level III mathematics course.

Course Title: Geometry Honors
Course Number: 12063200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics
problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, use and apply vectors, explore and use sequences, applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as cross sections of solid objects, parallelism, perpendicularly, congruence, and similarity, and right triangle trigonometry.

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

**SPECIAL NOTE:** Earning credit in this course precludes earning credit in Geometry. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

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<tr>
<th>Course Title</th>
<th>Algebra II Honors</th>
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<tr>
<td>Course Number:</td>
<td>12003400</td>
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<tr>
<td>Credit:</td>
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<td>Grade Level:</td>
<td>9-12</td>
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**Major Concepts/Content**

Algebra II Honors is a rigorous course designed to continue the study algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series including partial sums, study of conic sections, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, apply the Binomial Theorem, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.

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

**SPECIAL NOTE:** Earning credit in this course precludes earning credit in Algebra II. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

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<tr>
<th>Course Title</th>
<th>Analysis of Functions Honors</th>
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<tr>
<td>Course Number:</td>
<td>12013100</td>
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<td>Credit:</td>
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<td>Grade Level:</td>
<td>10-12</td>
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**Major Concepts/Content**

The purpose of this course is to enable students to develop advanced mathematics knowledge and skills in algebra and trigonometry, using functions as a unifying theme. Topics shall include, but not be limited to, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, logarithmic and trigonometric, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, and varied
solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, exponential, logarithmic and trigonometric equations.

**PREREQUISITE:** Geometry or Geometry Honors and Algebra II or Algebra II Honors and Teacher Recommendation.

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

**Course Title:** Trigonometry Honors  
**Course Number:** 12113000  
**Credit:** .50  
**Grade Level:** 10-12  
**Major Concepts/Content**
The purpose of this course is to provide students with the study of circular and trigonometric functions and their applications. The Common Core mathematical practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The content shall include, but not limited to, circular functions, trigonometric identities, graphs of trigonometric, particular and general solutions of trigonometric equations, and solutions of right and oblique triangles.

**PREREQUISITE:** Algebra II or Algebra II Honors and Teacher Recommendation.

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

**Course Title:** Pre-Calculus Honors  
**Course Number:** 12023400  
**Credit:** 1.00  
**Grade Level:** 10-12  
**Major Concepts/Content**
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, trigonometric and circular functions, understand and use the Intermediate Value and Extreme Value Theorems, find partial sums of arithmetic and geometric series, understand and find limits, understand and apply vectors, applications of parametric and trigonometric equations, graph and apply conic sections, polar coordinates, complex numbers, and mathematical induction.

**PREREQUISITE:** Geometry or Geometry Honors and Algebra II or Algebra II Honors or Integrated Mathematics III or Analysis of Functions and Teacher Recommendation.

**Course Title:** Probability and Statistics with Applications Honors  
**Course Number:** 12103000  
**Credit:** 1.00  
**Grade Level:** 11-12
Major Concepts/Content
Probability and Statistics is a full year course designed to explore the concepts of probability, elementary statistics, and hypothesis testing. Topics shall include, but not be limited to random experiments, probability concepts, permutations, combinations, sample space, binomial, normal and exponential distributions, concepts of descriptive statistics, measures of central tendency, measures of variability, basic types of sampling, correlation and regression, hypothesis testing using the normal distribution, the $t$-distributions, the chi-squared distributions, the $F$-distributions, and applications of various nonparametric statistical tests.

**PREREQUISITE:** Algebra II or Integrated Mathematics III or Analysis of Functions and Teacher Recommendation.

**SPECIAL NOTE:** Earning credit in this course precludes earning credit in AP Statistics. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

**Course Title:** Advanced Placement Statistics
**Course Number:** 12103200
**Credit:** 1.00
**Grade Level:** 11-12

**Major Concepts/Content**
AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. The Common Core Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

* Exploring Data: Describing patterns and departures from patterns
* Sampling and Experimentation: Planning and conducting a study
* Anticipating Patterns: Exploring random phenomena using probability and simulation
* Statistical Inference: Estimating population parameters and testing hypotheses

The student enrolled in this course will be expected to take the Advanced Placement Examination in Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Download a complete course description from the College Board website.

**PREREQUISITE:** Algebra II or Algebra II Honors

**SPECIAL NOTE:** Earning credit in this course precludes earning credit in AP Statistics with Applications. This course meets an academic unit for some Bright Futures Scholarship Programs. NCAA

**Course Title:** Calculus Honors
**Course Number:** 12023000
**Credit:** 1.00
**Grade Level:** 11-12

**Major Concepts/Content**
This course is designed to provide a foundation for the study of advanced mathematics. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and
continuity, derivatives, differentiation including partial differentiation, applications of the
derivative, antiderivatives, definite integrals, indeterminate forms, and applications of the
integral.

PREREQUISITE: Mathematical Analysis or Pre-Calculus and Teacher Recommendation.
SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

Course Title: Advanced Placement Calculus AB
Course Number: 12023100
Credit: 1.00
Grade Level: 11-12

Major Concepts/Content
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, antiderivatives, definite integrals,
determinate forms, and applications of the integral. The student enrolled in this course will be
expected to take the Advanced Placement Examination in Calculus AB. Download a complete
course description from the College Board website.

PREREQUISITE: Calculus or Pre-Calculus and Teacher Recommendation.

Course Title: Advanced Placement Calculus BC
Course Number: 12023200
Credit: 1.00
Grade Level: 11-12

Major Concepts/Content
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, antiderivatives, definite integrals, indeterminate forms, applications of the integral, sequences of real numbers,
convergence, and elementary differential equations. The student enrolled in this course will be
expected to take the Advanced Placement Examination in Calculus BC. Download a complete
course description from the College Board website.

PREREQUISITE: Pre-Calculus or Advanced Placement Calculus AB and Teacher Recommendation.
SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

Music

Course Title & Course Number:
Band I 13023000
Band II 13023100
Band III 13023200
Band IV 13023300
Band V Hon 13023401
## Band VI Hon 13023501

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<th>Credit:</th>
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<td>Grade Level:</td>
<td>9-12</td>
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**Major Concepts/Content**

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. Content must cover all Sunshine State Standards.

**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. This course generally requires extra rehearsals and performances beyond the school day.

**REGULAR PREREQUISITE:** Instructor’s approval

**ADVANCED PREREQUISITE:** Instructor’s approval and evidence of advanced musical competence through prior experiences in solo evaluation, performance, student leadership and ensemble conducting.

### Orchestra I

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<th>Course Title</th>
<th>Orchestra I</th>
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<tr>
<td>Course Number</td>
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<td>Grade Level:</td>
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**Major Concepts/Content**

Orchestra provides students with instruction in the development of technical skills on string and other orchestral instruments. Emphasis will be placed on the development of skills in reading musical notation; music theory and composition; individual and ensemble performance techniques; analysis form, style, and history included in the performance preparation of varied orchestral literature; and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: blend, balance, intonation, tone production, phrasing, and dynamics; diction and sight reading skills; correct playing techniques (e.g., posture, position, fingering, or bowing); composition, arrangement, and improvisation techniques; cultural and historical influences on music development; analysis and evaluation as a performer and listener; responsible participation in music activities; importance of music in everyday life. Content must cover all Sunshine State Standards.

**REGULAR PREREQUISITE:** Instructor’s approval

**ADVANCED PREREQUISITE:** Instructor’s approval and evidence of advanced musical competence through prior experiences in solo evaluation, performance, student leadership and ensemble conducting.
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. This course generally requires extra rehearsals and performances beyond the school day.

Course Title: Orchestra II  
Course Number: 13023700  
Credit: 1.00  
Grade Level: 9-12  

Major Concepts/Content
Orchestra provides students with instruction in the development of technical skills on string and other orchestral instruments. Emphasis will be placed on the development of skills in reading musical notation; music theory and composition; individual and ensemble performance techniques; analysis form, style, and history included in the performance preparation of varied orchestral literature; and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: blend, balance, intonation, tone production, phrasing, and dynamics; diction and sight reading skills; correct playing techniques (e.g., posture, position, fingerings, or bowing); composition, arrangement, and improvisation techniques; cultural and historical influences on music development; analysis and evaluation as a performer and listener; responsible participation in music activities; importance of music in everyday life. Content must cover all Sunshine State Standards.

REGULAR PREREQUISITE: Instructor’s approval

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. This course generally requires extra rehearsals and performances beyond the school day.

Course Title: KEYBOARD  
Course Number: Keyboard I 13013600  
Keyboard II 13013700  
Credit: 1.00  
Grade Level: 9-12  

Major Concepts/Content
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, fingerings, 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.

PREREQUISITE: None
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. This course may require extra rehearsals and performances beyond the school day.

Course Title & Course Number: Chorus I 13033000  
Chorus II 13033100  
Chorus III 13033200  
Chorus IV 13033300  
Credit: 1.00  
Grade Level: 9-12  
Major Concepts/Content  
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. Content must cover all Sunshine State Standards.

SPECIAL NOTE: This 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. This course generally requires extra rehearsals and performances beyond the school day.

REGULAR PREREQUISITE  
Course Title: Advanced Placement Music Theory  
Course Number: 13003300  
Credit: 1.00  
Grade Level: 9-12  
Major Concepts/Content  
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.

PREREQUISITE: Instructor’s approval  
SPECIAL NOTE: Will meet graduation requirements for Performing Fine Arts. Elective credit only
Peer Counseling

Course Title: Peer Counseling I (Human Relations)
Course Number: 14003000
Credit: .50
Grade Level: 10-12

Major Concepts/Content
Peer Counseling I is an introductory course that will provide students with an understanding of the elements of communication, personal growth and the process of effectively working with others. Specific content will include, but not be limited to such topics as listening and feedback skills, assertiveness, non-verbal communication, non-judgmental responses, decision making skills and conflict resolution/mediation.

Students will be expected to provide school-based services appropriate to their level of skill training.

PREREQUISITE: Peer Counseling Coordinator’s approval, interview and parent permission

Course Title: Peer Counseling II (Program Development/Service Provision)
Course Number: 14003100
Credit: .50
Grade Level: 10-12

Major Concepts/Content
Peer Counseling II provides an understanding of the components of personal development and the process of facilitating personal and group growth and fulfillment. Specific content shall include, but not be limited to, such topics as knowledge of self and others, problem solving techniques, stress and coping, relationships, peer pressure, substance abuse, individual responsibility, goal setting (long and short range), and the development of a positive attitude toward self, school, and community.

Students will be expected to provide a higher level of student services appropriate to their level of training.

PREREQUISITE: Peer Counseling I and Peer Counseling Coordinator’s approval

Course Title: Peer Counseling III (Peer Seminar)
Course Number: 14003200
Credit: .50
Grade Level: 10-12

Major Concepts/Content
Peer Counseling III provides the students with the opportunity to develop and implement small and large group presentations on the concerns of youth. Topics included will be techniques of utilizing resources and coordinating program delivery with school personnel, zone schools and community agencies. Group presentations, “out-reach” to middle/elementary schools, “teen teaching” and specialized seminars are an integral part of this course.

PREREQUISITE: Peer Counseling II and Peer Counseling Coordinator’s approval
Course Title: Peer Counseling IV (Advanced Seminar)  
Course Number: 14003300  
Credit: .50  
Grade Level: 10-12  
Major Concepts/Content  
Peer Counseling IV will provide students with varied experiences in program continuity and development. There is a focus on group leadership skills, group dynamics, program planning and group delivery. Topics also include a development of a more in-depth skill training and understanding of information acquired in previous Peer Counseling courses.  
**PREREQUISITE:** Peer Counseling III and Peer Counseling Coordinator’s approval

### Science

#### Biology I Honors

**Course Title:** Biology I Honors  
**Course Number:** 20003200  
**Credit:** 1.00  
**Grade Level:** 9-12  
**Major Concepts/Content**  
Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.  
**PREREQUISITE:** Earth/Space or Environmental Science and/or Science Department approval.  
**SPECIAL NOTE:** NCAA.

#### Advanced Placement Biology

**Course Title:** Advanced Placement Biology  
**Course Number:** 20003400  
**Credit:** 1.00  
**Grade Level:** 10-12  
**Major Concepts/Content**  
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.  
**PREREQUISITE:** Integrated Science I and II, or Biology I, Biology Technology, or Biology Honors, and Chemistry I, plus Science Dept. approval.  
**SPECIAL NOTE:** NCAA.

#### Chemistry I Honors

**Course Title:** Chemistry I Honors  
**Course Number:** 20033500  
**Credit:** 1.00
Grade Level: 10-12

Major Concepts/Content
Chemistry I Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: Successful completion of Algebra I and Science Dept. approval.

SPECIAL NOTE: NCAA.

Course Title: Advanced Placement Chemistry
Course Number: 20033700
Credit: 1.00
Grade Level: 10-12

Major Concepts/Content
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.

PREREQUISITE: Integrated Science I and II, or Chemistry I, plus Algebra I, and Science Dept. approval

SPECIAL NOTE: NCAA.

Course Title: Physics I Honors
Course Number: 20033900
Credit: 1.00
Grade Level: 10-12

Major Concepts/Content
Physics I Honors will provide students with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: Concurrent enrollment in Algebra II and Science Dept. approval.

SPECIAL NOTE: NCAA

Course Title: Advanced Placement Physics I
Course Number: 20034210
Credit: 1.00
Grade Level: 11

Major Concepts/Content
Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:

• Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Course Title: Advanced Placement Physics 2
Course Number: 20034220
Credit: 1.00
Grade Level: 12

Major Concepts/Content
Advanced Placement Physics will provide students with a college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics courses. Topics will include but not be limited to: kinematics, Newton’s Laws of Motion, conservation laws in classical mechanics, torque, rotational equilibrium, gravitation, oscillation, kinetic theory and thermodynamics, electrostatics, electric currents, magnetism, waves and optics, and modern physics.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: Integrated Science I, II and III, or Physics I. Trigonometry as a co-requisite and Science Dept. approval.
SPECIAL NOTE: NCAA.

Course Title: Anatomy and Physiology Honors
Course Number: 20003600
Credit: 1.00
Grade Level: 10-12

Major Concepts/Content
Anatomy and Physiology Honors will provide students with advanced exploratory activities in the structure and function of the components of the human body. Topics will include, but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology I Honors and Science Department approval.
SPECIAL NOTE: NCAA

Course Title: Science and Engineering Research II Local Honors
Course Number: 17003100
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Research III Honors is designed to provide students with research experiences in science including types of research and their relationship to science and the scientific approach. Students will have an opportunity to identify and describe an individualized research project, establish a research design, and employ the appropriate statistics in the completion of a research paper. Students will submit the completed research paper to a science competition. 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.

PREREQUISITE: Science Research II and Science Dept. approval.

Course Title: Science and Engineering Research III Local Honors
Course Number: 17003200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design. The content should include, but not be limited to, the following: research process, experimental, descriptive, and historical research, research design and methodology, legal and ethical issues in research, research questions and hypotheses, review of literature and other resources, data collection, analysis, and statistics, report formats, styles, and content, investigations, critical analysis of research

Course Title: Advanced Placement Environmental Science
Course Number: 20013800
Credit: 1.00
Grade Level: 10-12

Major Concepts/Content
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.
PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology Honors, plus Science Dept. approval.
SPECIAL NOTE: NCAA

Social Studies

Course Title: World Cultural Geography Local Honors
Course Number: 2103300C
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

PREREQUISITE: None
SPECIAL NOTE: SUS/BF/Medallion & Scholar only/NCAA

Course Title: Advanced Placement Human Geography
Course Number: 21034000
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
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 be limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

PREREQUISITE: NONE
SPECIAL NOTE: SUS/BF/Medallion & Scholar only/NCAA

Course Title: World History Honors
Course Number: 21093200
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
World History Honors will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of world history is required for graduation.

PREREQUISITE: Recommended for 10th Grade, Department Guidelines.
SPECIAL NOTE: SUS/BF/NCAA

Course Title: Advanced Placement World History
Course Number: 21094200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the students, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. These themes will cover 4 chronological periods from approximately 1000 AD to the present with careful preparation in terms of previous developments known as the Foundations segment.
The themes include:
• Impact of interaction among major societies
• The relationship of change and continuity
• Impact of technology and demography on people and environment
• Systems of social structure and gender structure
• Cultural and intellectual developments
• Changes in functions and structures of states and in attitudes toward states and political identities

Course Title: American History Honors
Course Number: 21003200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
American History Honors will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

PREREQUISITE: Recommended for 11th Grade
SPECIAL NOTE: SUS/BF/NCAA
Course Title: Advanced Placement United States History
Course Number: 21003300
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
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. One credit of American history is required for graduation.

SPECIAL NOTE: SUS/BF/NCAA

Course Title: American Government Honors
Course Number: 21063200
Credit: .50
Grade Level: 9-12

Major Concepts/Content
Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

PREREQUISITE: Recommended for 12th Grade
SPECIAL NOTE: SUS/BF/NCAA

Course Title: Advanced Placement United States Government and Politics
Course Number: 21064200
Credit: .50
Grade Level: 9-12
**Major Concepts/Content**

This course 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 parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

**PREREQUISITE:** none  
**SPECIAL NOTE:** SUS/BF/NCAA

**Course Title:** Economics with Financial Literacy  
**Course Number:** 21023450  
**Credit:** .50  
**Grade Level:** 9-12

**Major Concepts/Content**

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.

**PREREQUISITE:** Recommended for 12th Grade, Department Guidelines

**Course Title:** Advanced Placement Psychology  
**Course Number:** 21073500  
**Credit:** 1.00  
**Grade Level:** 11-12

**Major Concepts/Content**

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.

**PREREQUISITE:** NONE  
**SPECIAL NOTE:** SUS/BF/Medallion & Scholar only/NCAA
JROTC/Leadership

Course Title: Leadership Education And Training I
Course Number: 18013000
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The mission of U.S. Army Junior ROTC is to produce better-informed young citizens whose focus is on supporting and paying back to the country. JROTC's spiraling four year curriculum enhances classroom learning, participation in extracurricular and social activities, and developing a healthy lifestyle.

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

Course Title: Leadership Education And Training III Honors
Course Number: 1801320H
Credit: 1.00
Grade Level: 11-12

Major Concepts/Content
The Junior ROTC program’s highly structured organization and chain-of-command is composed and operated by student cadet leaders. These cadet leaders are the focus of the honors program. The cadet leader is responsible for instruction of basic cadet skills, cadet classroom demeanor, critique of subordinate cadet performance, periodic subordinate formal inspections, maintenance of subordinate cadet administrative records, program logistical requirements, program public relations, and leading extracurricular activities. Honors’ cadets receive additional instruction in extemporaneous speaking, techniques of effective listening, how to teach, and techniques of counseling.
PREREQUISITE:INSTRUCTOR APPROVAL

Course Title: Leadership Education And Training IV Honors
Course Number: 1801330H
Credit: 1.00
Grade Level: 12

Major Concepts/Content
The Junior ROTC program’s highly structured organization and chain-of-command is composed and operated by student cadet leaders. These cadet leaders are the focus of the honors program. The cadet leader is responsible for instruction of basic cadet skills, cadet classroom
demeanor, critique of subordinate cadet performance, periodic subordinate formal inspections, maintenance of subordinate cadet administrative records, program logistical requirements, program public relations, and leading extracurricular activities. Honors’ cadets receive additional instruction in extemporaneous speaking, techniques of effective listening, how to teach, and techniques of counseling.

**PREREQUISITE: INSTRUCTOR APPROVAL**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Leadership Skills Development (SGA)</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>05003201</td>
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<tr>
<td>Credit</td>
<td>1.00</td>
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<td>Grade Level</td>
<td>9-12</td>
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**Major Concepts/Content**

This course teaches 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. Content endeavors to teach processes of self-understanding and development in areas of goal setting, self actualization and assertiveness and the study of organizational theories and management.

**PREREQUISITE:** Election to Student Government

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<thead>
<tr>
<th>Course Title</th>
<th>Leadership Techniques (SGA)</th>
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<tr>
<td>Course Number</td>
<td>05003301</td>
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<td>Credit</td>
<td>1.00</td>
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<td>Grade Level</td>
<td>9-12</td>
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**Major Concepts/Content**

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

**PREREQUISITE:** Election to Student Government in leadership role or other leadership position with Student Government Advisor approval

**SPECIAL NOTE:** Elective credit

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### Vocational / Business Technology

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<tr>
<th>Course Title</th>
<th>Introduction to Information Technology</th>
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<tr>
<td>Course Number</td>
<td>82073100</td>
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<tr>
<td>Credit</td>
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<td>Grade Level</td>
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**Major Concepts/Content**

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

**PREREQUISITE:** NONE

**Course Title:** Accounting Applications I Honors  
**Course Number:** 82033100  
**Credit:** 1.00  
**Grade Level:** 10-12

**Major Concepts/Content**  
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. Automated accounting activities using spreadsheet and accounting software are included.

**PREREQUISITE:** Students should have previously completed, or be concurrently enrolled in, computing for College and Careers or Introduction to Information Technology.

**Course Title:** International Business Systems Local Honors  
**Course Number:** 82161100  
**Credit:** 1.00  
**Grade Level:** 10-12

**Major Concepts/Content**  
This course prepares students to live and work in a global economy. The content includes an understanding of business principles, management styles, economics, and customs that affect business systems in the international environment.

**PREREQUISITE:** CCC or IIT and Accounting Applications I

**Course Title:** Business Internship  
**Course Number:** 82161300  
**Credit:** 1.00  
**Grade Level:** 12

**Major Concepts/Content**  
This course provides an opportunity for students to develop human relations, communications, and employability skills needed to secure a position in the international business environment. Students enhance and apply competencies learned in the classroom through the internship experience.

**Course Title:** Game & Simulation Foundations Local Honors  
**Course Number:** 82081100  
**Credit:** 1.00  
**Grade Level:** 9-12

**Major Concepts/Content**  
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 or simulation application; storyboarding techniques; and development tools. Hands-on activities using an entry-level game development tool such as Game Maker or Alice should be integrated into the curriculum.

**PREREQUISITE: Introduction to Information Technology or CCC**

Course Title: Game & Simulation Design Local Honors
Course Number: 82081200
Credit: 1.00
Grade Level: 9-12

**Major Concepts/Content:**
This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, 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. Hands-on activities using an entry-level game development tool such as Game Maker or Alice should be integrated into the curriculum.

**PREREQUISITE: Game & Simulation Foundations**

Course Title: Principles of Scientific Visualization Honors
Course Number: 9400110H
Credit: 1.00
Grade Level: 10-12

**Major Concepts/Content:**
This course provides students with instruction in the evolution and underlying principals of scientific visualization, including two-dimensional representation of scientific and other forms of data. In addition to complex visualization tools, the content of this program includes the development of computer application skills, Internet browser applications, computer programming, advances web tools, and basic concepts of relational databases and the tools to use them.

**PREREQUISITE: Introduction to Information Technology**

Course Title: Data Modeling Honors
Course Number: 9400120H
Credit: 1.00
Grade Level: 10-12

**Major Concepts/Content:**
In this course, students learn about the nature of data and various tools and techniques used in different industries to retrieve, render, and display 2-D and
3-D data. Students are provided instruction in the concepts and techniques associated with rendering dynamic or changing data as animation. They are also introduced to various imaging techniques used in different industries, their implications, applications, and challenges.

**PREREQUISITE: Principles of Scientific Visualization**

**Course Title:** Exploring Computer Science Local Honors  
(Emerging Technology in Business)

**Course Number:** 82070100  
**Credit:** 1.00  
**Grade Level:** 9-12

**Major Concepts/Content**

This course acquaints students with emerging technologies and the effect these technologies have on business and society. The content includes electronic research, electronic business communications, multimedia applications, and ethical considerations related to technology. Common Core State Standards are used to ensure the level of this CTE program coincides with what students need for future employment, including adaptive communications skills. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems and applying math in new circumstances. Students are expected to apply appropriate math concepts while solving “real world” challenges. This CTE program provides opportunities for students to apply these math concepts in a variety of situations.

**PREREQUISITE: NONE**

**Course Title:** Advanced Placement Computer Science A

**Course Number:** 02003200  
**Credit:** 1.00  
**Grade Level:** 9-12

**Major Concepts/Content**

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.