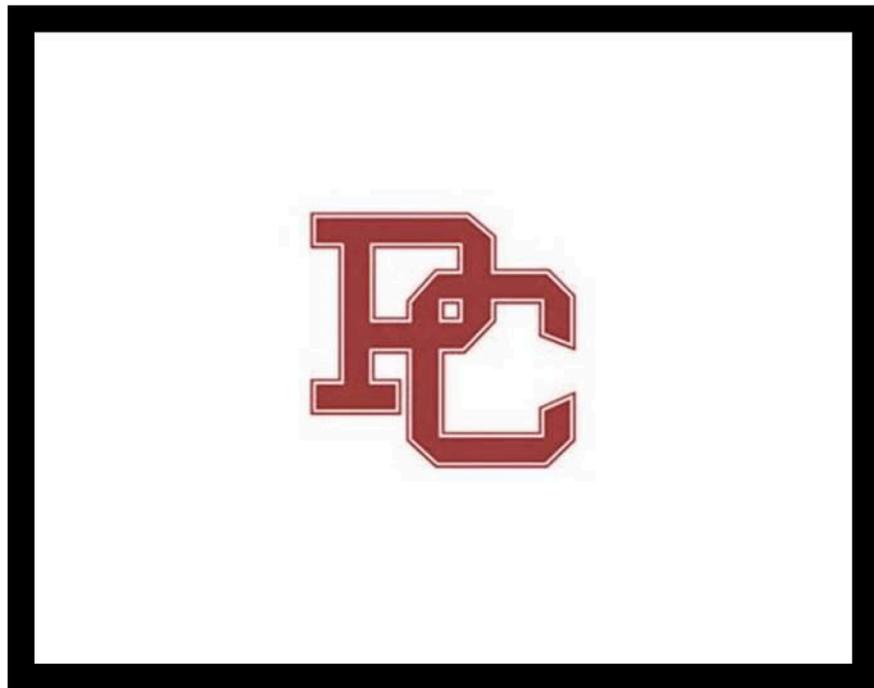


City of Pembroke Pines
Charter Academic Village

Established: 2000

Home of the Jaguars



Pembroke Pines Charter High School

2025-2026 Curriculum Guide

Accredited by: The Southern Association of Colleges and
Schools

17189 Sheridan Street
Pembroke Pines, Florida 33331 * (954) 538-3700 Fax (954) 538-3715



Principal

Peter Bayer

Assistant Principals

Alma Llanos, Robin Battle, Cindhia Velez

Behavior Specialists

Steve Bruns, Dan Capiro

Curriculum Specialist

Clarel Salazar

Athletic Director

Steve Bruns

Assistant Athletic Director

Anthony Kelly

School Counseling Department 2025-2026

Pearl Moses, Director and Testing Specialist

9th grade: Maribi Henriquez

10th grade: Gianna Scott

11th grade: Lisette Plaskett

12th grade: Krystle Maycock

Idania Perez, B.R.A.C.E. Advisor

ESE Department

Dana Ostendorf, ESE Specialist

Franka Mosley, 9th grade

Claudia Papadopolo, 10th grade

Teresa Pena Diaz, 11th grade

Gershia Ardo, 12th grade

The City of Pembroke Pines, Florida

Angelo

Castillo

Mayor

Thomas Good, Jr.

Vice Mayor

Michael Hernandez

Jay Schwartz

Maria Rodriguez

Commissioners

Charles F. Dodge

City Manager



From our Principal

Dear Parents and Students:

The Curriculum Guide is prepared to help you set your goals and plan for your success. It provides important information for both parents and students and will assist you in making informed decisions concerning programs and choices throughout your high school years.

The decisions you make now will influence your choices later in life. It is very important that you take the time to become familiar with the courses available at the Charter High, the academic requirements for graduation and scholarships, and the variety of programs offered. School personnel will assist you in making course selections. However, both the students and parents have the responsibility of being informed and involved in this process. Please take the time to plan your course selections carefully.

Sincerely,
Peter Bayer

PURPOSE STATEMENT: "EMPOWERING STUDENTS FOR THE POSSIBILITIES OF TOMORROW"

SYSTEM VISION

Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

City of Pembroke Pines Charter Academic Village Mission and Beliefs Statement

Mission Statement:

The Pembroke Pines Charter Community will provide a challenging educational foundation to prepare students for college success and responsible citizenship.

PPCHS BELIEFS:

1. Learning is the primary focus of the school.
2. All students are individuals with unique needs and have the potential to learn.
3. Curriculum should be taught using a variety of instructional approaches to accommodate differences in learning styles.
4. Assessments of student learning should provide students with a variety of opportunities to demonstrate achievement and apply their learning in meaningful contexts.
5. Students need to demonstrate essential knowledge, critical thinking skills, and competency in collecting information.
6. Students must assume responsibility for and ownership of their own learning.
7. Curriculum should maintain high standards for students and challenge them to increase individual performance.



8. Students learn best when given opportunities for success within a safe and supportive environment.
9. Positive relationships and mutual respect among students and staff enhance student self-esteem.
10. Student and teacher access to current technological tools increases learning potential.
11. Exceptional students require special services and resources.
12. Diversity enriches learning and experience through the recognition of contributions of a variety of ideas, values, and cultures.
13. School success depends on the commitment of teachers, administrators, students, and parents to high standards, expectations, and performance.
14. Group commitment to continuous improvement enables students to become confident, self-directed, lifelong learners as well as responsible, mature, and contributing members of our global community.

Table of Contents

Online Course Graduation Requirement & PPCHS Policy.....	5
Graduation Requirements and Diploma Options.....	7
Grading and Promotion	13
General Information and Programs.....	..15
Post-Secondary Planning.....	19
Language Arts.....	28
Language Art Electives.....	31
Mathematics.....	32
Physical Education.....	37
Science.....	39



Science Electives.....	43
Social Studies.....	44
Social Studies Electives.....	47
Communication & Technology.....	51
Fine Arts (Art, Drama, Music, Dance).....	53
World Languages.....	57

COURSE SELECTION PROCESS

STUDENTS: This is your opportunity to select coursework for the 2025-2026 academic school year. It is important that you **involve your parents** in course selection, that you make certain you have taken the proper prerequisites, and that you keep high school graduation requirements and career objectives in mind.

This guide is designed to aid you in making appropriate choices by providing brief program and course descriptions, prerequisites, and other information pertinent to this process. In order to complete registration successfully, you are urged to follow the steps identified below:

1. **READ** the curriculum guide carefully
2. **REVIEW** the list of graduation requirements and determine which requirements have been met and which courses need to be taken next year.
3. **TALK** to your parents and teachers about course selections and appropriate academic levels.
4. **SELECT** the six courses that will correspond to or complement your goals for the future.
5. Alternate courses are elective courses to be included in case of scheduling conflicts. Students are asked to **select two alternate courses**.

Please Note: Schedule changes will only take place to rectify academic misplacement or to balance class size. Schedule Change Policies at PPCHS

Any change in course selection requests for the 2025-26 school year must be made before students leave for the summer break. Once the 2025-26 school year begins, changes to course selections are made only during the add/drop period for the following reasons only:

- Course scheduling error (i.e. double-booked, missing a period, etc...)
- Student already received credit for the course



- Student is in need of a course for graduation requirement
- Course prerequisites not met (to include summer reading/assignments).

PLEASE NOTE:

Administration reserves the right to make scheduling changes based on class size. Courses in this curriculum guide may be dropped if there is not sufficient demand for them. The Florida Class Size Amendment may require balancing of courses after the school year begins and may impact student schedule changes. Students may be required to take remediation courses based on standardized test scores from the Florida Comprehensive Achievement Tests and/or Florida End of Course (EOC) Assessments.

PPCHS ONLINE COURSE ENROLLMENT POLICY

In Florida, students and their parents have choices when it comes to the student's education. Your family has selected the City of Pembroke Pines Charter School (PPCHS), a charter school of choice, as opposed to participating in other educational choices offered in Florida. Therefore, other choices, such as virtual instruction, may not be available to your student. Certain students may be required or elect to also attend virtual classes. Doing so will be subject to the rules and criteria adopted by PPCHS set forth below. Moreover, the specific courses available or approved for virtual instruction are limited by PPCHS.

Pursuant to §1002.45(1)(a)(1), Florida Statutes, PPCHS provides virtual instruction through the Edgenuity online program which provides students the opportunity to obtain course credit, meet certain graduation requirements, or advance their learning by taking select required courses (e.g., the HOPE course) through its online program. Only those courses offered by PPCHS through Edgenuity will be approved to fulfill this requirement, but approval is limited to specific courses authorized by PPCHS through its sole discretion. The Edgenuity program is offered by PPCHS throughout the school year and during the summer for current PPCHS students who meet course criteria requirements and virtual course application deadlines. Such applications will be reviewed on a first come, first served basis.

As a charter school of choice, PPCHS may, but is not required, to provide virtual instruction through a limited number of Florida Virtual School (FLVS) “seats” which, if available, may be reviewed and distributed on a limited basis by grade level, application request, and course selection.



Only certain limited courses will be permitted to be completed through either Edgenuity or FLVS. The following additional criteria will be reviewed in considering whether or not to authorize all online instruction courses whether through Edgenuity or FLVS:

- Academic courses offered at PPCHS during the school day are not eligible for online instruction. If available through the Edgenuity program, it will not be available utilizing FLVS.
- PPCHS offers half credit courses through Edgenuity to meet the Personal Finance, HOPE requirements. Courses such as Critical Thinking, Parenting Skills, or Career Decision Making are not courses required for graduation and will not be calculated by post-secondary admission applications, and are the types of courses that will not be offered by PPCHS through Edgenuity nor approved for FLVS.
- PPCHS students may be approved to enroll in only one (1) FLVS course at a time, provided it is approved by PPCHS. Only a limited number of courses will be budgeted and approved each fiscal year. The student's grade level, date of request, and course requested will be considered in the approval process and no additional applications will be considered when funding allocations are reached in any fiscal year.
- Students failing to complete an FLVS course once approved by PPCHS, regardless of whether the student was passing or failing the course, will forfeit any future opportunity to register for any additional FLVS courses.
- A student athlete registering with the NCAA Eligibility Center seeking credit recovery will register through the Edgenuity program with teaching services which offers a prescriptive model approved by the NCAA for credit recovery.

Since there is a finite enrollment capacity for online classes, an FLVS online request application is posted at the high school website. PPCHS students should not register at the FLVS website until the PPCHS FLVS online request application has been approved.

8th grade Matriculation Notice: It is strongly suggested students wait until entering high school before deciding on the path for an online course. However, 8th grade students who intend to matriculate to PPCHS and choose to take an FLVS course between 8th and 9th grade must apply for FIRST SEMESTER of an FLVS course (with the current middle school) **no later than April 1st** of the school year prior to 9th grade. **If approved by the current middle school, the course must be completed no later than June 30th of the summer prior to entering 9th grade.**

PLEASE CONSIDER:

- *If a student takes a dual enrollment course online, the distance learning requirement is met*
- *If a student earns the AICE Diploma this waives the online course requirement. 🎬 If a student is on the 18 credit diploma the online course for graduation is waived.*



- *ESE students may be eligible to waive the online course requirement.*

GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Florida law provides 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 options, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Please note that each student is governed by the policies from the year in which they first entered ninth grade. This year of high school entry determines the student's "cohort." Each cohort 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 (not required for ACCEL) and earns a passing score on the statewide assessments required for high school graduation may have this option outlined in s. 1003.4281, F.S.

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

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, 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/>.



What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]
1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016



What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none">▪ Earn 1 credit in Algebra II (must pass EOC);▪ Pass the Geometry EOC;▪ Earn 1 credit in statistics or an equally rigorous mathematics course;▪ Pass the Biology I EOC;▪ Earn 1 credit in chemistry or physics;▪ Earn 1 credit in a course equally rigorous to chemistry or physics;▪ Pass the U.S. History EOC;▪ Earn 2 credits in the same world language; and▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none">▪ Takes the respective AP, IB or AICE assessment; and▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none">▪ Meet the standard high school diploma requirements▪ Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none">▪ High school graduation with a standard diploma▪ Admission test scores▪ 16 Credits of approved college preparatory academic courses▪ 4 English (3 with substantial writing)▪ 4 Mathematics (Algebra I level and above)▪ 3 Natural Science (2 with substantial lab)▪ 3 Social Science▪ 2 World Language (sequential, in the same language)▪ 2 Approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.



2025-2026 Standard Diploma Graduation Requirements Exceptional Student Education In accordance with s. 1003.4282(11),F.S	
Students Entering Grade Nine in 2014 – 2015 and After	
4 Credits	
1 Credit Algebra (Pass Algebra 1 EOC) *students enrolled in Algebra 1 during the 2019-2020 school year who did not take the Alg 1 EOC will be able to use a concordant score on the Geometry EOC during the 2020-2021 school year. 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math	
1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous	
1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't and .5 Credit Economics .5 Credit Personal Financial Literacy NEW as of SY 2023-2024	
1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts	
1 Credit in Physical Education to include the integration of Health (HOPE)	
8 Credits	
24 Credits	
Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.	
A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.	
For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.	
Requires a full course to be completed	*May be waived
Cumulative GPA of 2.0 on a 4.0 scale (unweighted)	
40 hours required	*May be waived
Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C, and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.	
Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.	



Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.

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 BRACE Advisor 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.

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:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

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:

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

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



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.

What does it take to succeed in Advanced Placement or AICE courses?

1. Desire, motivation and ability in selected content area
2. Willingness to do more than the minimum
3. Excellent work ethic
4. Good time management skills



5. Ability to read perceptively and independently
6. Ability to write clear, concise essays

PLEASE NOTE: The State of Florida and the School District of Pembroke Pines Charter provide funding for AP students to take the AP exams for courses they are enrolled. Therefore, a student's enrollment in an AP course will require them to sit for that AP Exam.

Cambridge Program (AICE)

The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students.

The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity and the application of knowledge and skills. A range of assessment techniques is used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations (CIE) and on compulsory practical work where appropriate. An important principle of this examination system is that students are rewarded for positive achievement – what they know, understand, and can do - rather than being penalized for an accumulation of errors. This requires students to demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses. **Students working towards the AICE Diploma must earn it within three years of starting AICE courses.**

More information on Cambridge is available at:

<http://www.cie.org.uk/countries/usa> **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. The ESE office can be reached at 954.538.3700 #4.



Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Colleges 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.

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

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.s>

tm 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 Pembroke Pines Charter. This means you will be able to complete an industry approved, highskill, 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 is not provided to one of the technical centers.

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 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 Accuplacer 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 the dual enrollment coordinator for additional information.

<http://www.broward.edu/admissions/Pages/DualEnrollment-.aspx>

Early Admissions Program

PPCHS will not participate in the Early Admissions Program for the 2025-2026 school year.

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 coenrolled 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 coenrollment 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).

POST SECONDARY PLANNING

FloridaShines

FloridaShines exists to empower all of Florida's 20,000,000 residents to earn a college degree and find a bright career. Whether you're in high school just starting to think about college or you're already working and ready to earn or complete your degree, FloridaShines can help.

FloridaShines works with the state's 40 colleges and universities and other partners to help you succeed in school and beyond. Check your transcript. Register for an online course. Search libraries across the state. And a whole lot more. All designed to help you shine.

FloridaShines - Florida's Student Hub of Innovative Educational Services - is a service of the Florida Virtual Campus.



Florida Virtual Campus

The Florida Virtual Campus (FLVC) is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services include:

- An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website
- Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff
- Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties

The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation is 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 <https://www.floridashines.org/find-a-career/mycareershines/> Go to COLLEGE

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.



2024-2025 Florida State University Matrix

SUS MATRIX

College Admissions Test Dates

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

- SAT www.collegeboard.org
- ACT 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, 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. 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, **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.

Initial Eligibility Requirements for High School Graduates

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 identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- 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.

Weighted Quality Points by Course Type			Unweighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course	Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course



A	2.25	4.5
B	1.75	3.5
C	1.25	2.5
D	0.75	1.5
F	0.00	0.0

A	2.0	4.0
B	1.5	3.0
C	1.0	2.0
D	0.5	1.0
F	0.0	0.0

The following chart outlines the eligibility requirements for each of the three types of Bright Futures awards for 2 igh 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.**



Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility details at <http://www.FloridaStudentExchange.com/ASSEED/bfmain.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Students High School Graduation Year ¹	B		C		D		E		F			G			H			Restoration Opportunity
	Required SAT/ACT Score to Earn FAS Award		Required SAT/ACT Score to Earn FMS Award		Service Hour Requirements		Number of BSFMS Hours of Funding Available ^{2,4}		Number of GSV Hours of Funding Available		Number of Years to Revisit an Initial Award ⁵		Number of Years of Funding Available ⁶					
	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	FMS – Florida Medallion Scholars	FAS – Florida Academic Scholars	
2013-2014 and after	1275 SAT/ACT ¹ 29	1175 SAT/ACT ¹ 25	1475 SAT/ACT ¹ 31	1375 SAT/ACT ¹ 27	FAS – 140 hrs FMS – 75 hrs GSV – 30 hrs	100% of program of study	100% of program of study	100% of program of study up to 72 credit hrs in AS, AS, CCC, or PSANV; ³ 60	Withing years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only							
2012-2013	1275 SAT/ACT ¹ 28	1175 SAT/ACT ¹ 22	1475 SAT/ACT ¹ 31	1375 SAT/ACT ¹ 27	FAS – 140 hrs FMS – 75 hrs GSV – 30 hrs	100% of program of study	100% of program of study	100% of program of study up to 72 credit hrs in AS, AS, CCC, or PSANV; ³ 60	Withing years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only							
2011-2012	1275 SAT/ACT ¹ 28	1175 SAT/ACT ¹ 21	1475 SAT/ACT ¹ 31	1375 SAT/ACT ¹ 27	FAS – 140 hrs FMS – 75 hrs GSV – 30 hrs	100% of program of study	100% of program of study	100% of program of study up to 72 credit hrs in AS, AS, CCC, or PSANV; ³ 60	Withing years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only							
2010-2011	1275 SAT/ACT ¹ 28	1175 SAT/ACT ¹ 20	1475 SAT/ACT ¹ 30	1375 SAT/ACT ¹ 26	FAS – 75 hrs FMS – 0 hrs GSV – 0 hrs	100% of program of study	100% of program of study	100% of program of study up to 90 credit hrs	Withing years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only							
2009-2010	1275 SAT/ACT ¹ 28	1175 SAT/ACT ¹ 20	1475 SAT/ACT ¹ 30	1375 SAT/ACT ¹ 26	FAS – 75 hrs FMS – 0 hrs GSV – 0 hrs	100% of program of study	100% of program of study	100% of program of study up to 90 credit hrs	Withing years of high school graduation.	Up to 2 years from high school graduation	For insufficient GPA in 1 st year of funding only							
2008-2009 and before	1275 SAT/ACT ¹ 28	1175 SAT/ACT ¹ 20	1475 SAT/ACT ¹ 30	1375 SAT/ACT ¹ 26	FAS – 75 hrs FMS – 0 hrs GSV – 0 hrs	110% of program of study	110% of program of study	110% of program of study up to 90 credit hrs	Withing years of high school graduation.	Up to 2 years from high school graduation	For insufficient GPA and insufficient hours							

¹ High school graduation year the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.

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

³ Extended hours of funding are available to FAS and FMS recipients in a single program of study earning more than 120 hours.

⁴ FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later without a master's (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid after undergraduate rate.

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

⁶ Students who are unable to complete their program or their altered program length due to a verifiable illness or other documented emergency may be granted a 1-year extension to the removal of their award.

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.

For information on available scholarships, you should log into Family Connection (Naviance) and contact your BRACE Advisor.

Florida Pre-Paid College Program

Application forms may be obtained 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.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit <https://web1.ncaa.org/hportal/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.

PPCHS Online Grading System

Pembroke Pines Charter High School uses an online grade program called FOCUS. Parents and students have unique logon information to access grades, files, calendars, and attendance through the website: <https://pinescharter.focusschoolsoftware.com>, if further information is needed, please contact the front office for assistance at 954.538.3700

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, and Speech.

School Counseling Staff Assignments for the 2025-2026 school year 954.538.3700 #3

Mrs. Pearl Moses
Director/Assessment
Specialist

Ms. Henriquez
Grade 9

Ms. Scott
Grade 10

Ms. Plaskett
Grade 11

Ms. Maycock
Grade 12

Florida Gold Seal vocational Endorsement Programs Offered at PPCHS:

Web/Internet/Intranet Services: Introduction to Informational Technology, Multimedia Foundations 1, 2, 3

Digital Publishing: Introduction to Informational Technology, Digital Design 1, 2, 3

Abbreviation & Terminology Key

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

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



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

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

Language Arts

English I

10013100

1.00 credit

Grade 9

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

Technology is incorporated into all aspects of the course.

PREREQUISITE: *None.*

Special Notes: *Meets graduation requirements in English. SUS/BF, NCAA.*

English II

1001340

1.00 credit

Grade 10

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

PREREQUISITE: *One English credit.*

Special Notes: *Meets graduation requirements in English. SUS/BF, NCAA.*



English III
10013700
1.00 credit

Grade 11

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

PREREQUISITE: *Two English credits.*

Special Notes: *Meets graduation requirements in English. SUS/BF, NCAA.*

English IV
10014000
1.00 credit

Grade 12

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

PREREQUISITE: *Three English credits.*

Special Notes: *Meets graduation requirements in English. SUS/BF, NCAA.*

English I Honors
10013200
1.00 credit

Grade 9

English Honors I promotes academic excellence in English language arts through enriched experiences in reading, writing, viewing, speaking, listening, language and literature. 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. All phases of the writing process (timed and untimed) are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

PREREQUISITE: *Teacher recommendation and school guidelines.*

Special Notes: *Meets graduation requirements for English. SUS/BF, NCAA.*

English II Honors
10013500
1.00 credit

Grade 10

English Honors II promotes excellence in English language arts through the study of world literature and enriched experiences in composition, speech, research, viewing, observing, and listening skills. This course provides instruction in universal themes found in world literature as well as 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.



PREREQUISITES: *Two English credits, teacher recommendation, and school guidelines. Special Notes: Meets graduation requirements in English. SUS/BF, NCAA.*

English III Honors

10013800 1.00 credit

Grade 11

This course promotes excellence in English language arts through enriched experiences in reading, writing, speaking, viewing, listening, language and literature. 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, teacher recommendation, and school guidelines. Special Notes: Meets graduation requirements in English. SUS/BF, NCAA.*

English IV Honors

10014100

1.00 credit

Grade 12

English Honors IV promotes excellence in English language arts through enriched experiences in communication skills and instruction in literature. Instruction will cover the written and oral analysis of major 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, viewing, 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.

PREREQUISITE: *Three English credits, teacher recommendation, and school guidelines. Special Notes: Meets graduation requirements in English. SUS/BF, NCAA.*

A.P. English Language and Composition

10014200

1.00 credit

Grades 11

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, teacher recommendation, and school guidelines.*

Special Notes: *This is a college-level course. Meets graduation requirements in English. SUS/BF, NCAA.*

A.P. English Literature and Composition

10014300

1.00 credit

Grade 12

This course involves students in the study and practice of writing and in the study of literature. Students learn to use various modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft. Students develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. Students are expected to take the College Board examination for Advanced Placement English Composition and Literature.



PREREQUISITES: Two English credits, teacher recommendation, and school guidelines.

Special Notes: This is a college-level course. Meets graduation requirements in English. SUS/BF, NCAA.

AICE General Paper (AS Level)

10093600 1.0 Grades 9-12

The AS General Paper is multi-disciplinary, its subject matter drawn from across the curriculum. The syllabus encourages in candidates the ability to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the candidate's response to the question set. However, the AS General Paper is not a test of general knowledge. The key objective must be for the candidate to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader. **Note: This is a college-level course.**
Prerequisite: Teacher Recommendation and school guidelines. Meets graduation requirement in English. SUS/BF, NCAA.

AICE English Language (AS Level) 1.0 credit Gr. 10-12

Prepares students for the rigor of college writing, reading, and thinking. Opportunities to read and write commentary, narrative, descriptive, discursive, and argumentative essays with an emphasis on how language shapes meaning, frame the course curriculum. Students will explore a rich range of contemporary texts including speeches, reviews, editorials, brochures, blogs, diaries, biographies, essays, advertisements, and even voiceovers and podcasts to fully understand and appreciate the power of language. **Note: This is a college-level course. Prerequisite: Two English credits, Teacher Recommendation and school guidelines. Special Note: This is a college level course. Note: Meets graduation requirement in English. SUS/BF, NCAA**

AICE English Language (A Level) 1.0 credit Gr. 11/12

Cambridge International A level English Language provides students with a strong foundation in the study of linguistics, focusing on spoken language, English as a global language, and language acquisition. Building on the skills acquired in the prerequisite AS level, Cambridge International A level English Language provides candidates opportunities to further develop the interdependent skills of annotation, reading and analysis, to compare and contrast rhetorical features of two given contemporary texts, and to become fully adept at the research process. Students will become ready for advanced college writing by making critical and informed responses to texts which are wide-ranging in their form, style, and context while honing their written and oral communication skills.

See Cambridge syllabus at: <http://cie.org.uk/images/128758-2015-syllabus.pdf>

PREREQUISITES: Two English credits, teacher recommendation, successful completion of AS level English Language

Special Notes: This is a college-level course. Meets graduation requirements in English. SUS/BF, (pending NCAA next year).

AICE English Literature (AS level) 1.0 Gr. 12 10053700

AICE literature is a college level course that provides students with an opportunity to study several pieces of literature in four genres in order to gain a greater understanding of literary techniques, themes, purpose, etc. Students will read assigned literature at home and spend class time dissecting the material through a variety of venues. Students will also learn to express their interpretations of the works through written analytical essays that demonstrate a strong grasp of the English language. **Prerequisite: Teacher Recommendation and successful completion of AP English Language or AICE English Language. Meets graduation requirement in English.**

LANGUAGE ARTS ELECTIVES

Intensive Reading

Credit: Multiple 1.0 credit can be earned in grades 9-12



The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading proficiency. These courses focus on strategies to remediate deficits in oral language, phonics, fluency, vocabulary, comprehension, and critical thinking skills as needed for reading increasingly complex, grade level texts. Instruction should focus on a blended implementation of the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS) as per state requirements. Instruction should focus on a blended implementation of the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards.

Debate I

1007330A

1.00 credit

Grades 9–12

The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content should include, but not limited to, the following: logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations.

PREREQUISITE: None

SPECIAL NOTE: Elective Credit. Meets graduation requirements for Performing Fine Arts.

Debate I Honors [local honors]

1007330D

1.00 credit

9-12

The purpose of this course is the same as Debate I except that students seeking honors credit must compete in afterschool and/or weekend tournaments.

PREREQUISITES: Teacher recommendation and school guidelines. **SPECIAL NOTE:** Elective Credit. Meets graduation requirements for Performing Fine Arts

Debate II

4766/1007340G

1.00 credit

Grades 10–12

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.

PREREQUISITE: Debate I. **SPECIAL NOTE:** Meets graduation requirements for Performing Fine Arts.

Debate II Honors [local honors]

1007340J

1.00 credit

10-12

The purpose of this course is the same as Debate II except that students seeking honors credit must compete in after-school and/or weekend tournaments.

PREREQUISITES: One credit in debate, teacher recommendation and school guidelines. **SPECIAL NOTE:** Elective Credit. Meets graduation requirements for Performing Fine Arts

Debate III Honors [local honors]

1007350Q

Credit: 1.00

Grade Level: 11-12

The purpose of this course is the same as Debate III except that students seeking honors credit must compete in after-school and/or weekend tournaments.

PREREQUISITES: Two credits in debate, teacher recommendation and school guidelines.

Debate IV Honors [local honors]



1007360W**1.00 credit****11-12**

The purpose of this course is the same as Debate IV except that students seeking honors credit must compete in after-school and/or weekend tournaments.

PREREQUISITES: *Three credits in debate, teacher recommendation and school guidelines. SPECIAL NOTE: Elective Credit. Meets graduation requirements for Performing Fine Arts*

Creative Writing 1 Gr. 10-12**1009320A****1.00 credit**

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing. **Note: This is an elective credit with limited enrollment.** Teacher recommendation required. *Special Note: This course may qualify for some Bright Future awards however NCAA did not approve this course as a core class.*

School of Mathematics

Algebra 1A**12003700****1.00 credit****Grades 9-12**

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

Algebra I**12003100****1.00 credit****Grades 9-12**

Algebra I is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, structure and properties of the real number system including rational and irrational numbers, exponents, square roots, radicals, absolute value, and scientific notation, varied means for analyzing and expressing patterns, relations, and functions including words, tables, sequences, graphs, and algebraic equations, variables, algebraic expressions, polynomials, and operations with polynomials, coordinate geometry and graphing equations and inequalities, data analysis concepts and techniques including introductory statistics and probability, and varied solutions strategies for inequalities, linear and quadratic equations, and for systems of equations. **SPECIAL NOTE: Earning credit in this course precludes earning credit in Algebra I Honors, Algebra IB, Integrated Mathematics II, and Applied Mathematics II. This course satisfies the algebra graduation requirement. SUS/BF, NCAA.**

Algebra I Honors**12003200****1.00 credit****Grades 9-12**

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, structure and properties of the real number system, including rational and irrational numbers, exponents, square roots, radicals, absolute value, and scientific notation, varied means for analyzing and



expressing patterns, relations, and functions including tables, sequences, graphing, and algebraic equations, variables, algebraic expressions, polynomials, and operations with polynomials, coordinate geometry and graphing of equations and inequalities, data analysis concepts and techniques including introductory statistics and probability, and varied solutions strategies for inequalities, linear and quadratic equations, and for systems of equations.

PREREQUISITE: *Teacher Recommendation and school guidelines. 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.* SUS/BF, NCAA

Algebra II

12003300

1.00 credit

Grades 9-12

Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies including the quadratic formula for quadratic equations, conic sections and their applications, data analysis including measures of central tendency and dispersion, and probability, permutations, and combinations.

PREREQUISITE: *Algebra I or Algebra I Honors and Teacher Recommendation. SPECIAL NOTE: Earning of credit in this course precludes earning credit in Algebra II Honors.* SUS/BF, NCAA

Algebra II Honors

12003400

1.00 credit

Grades 9-12

Algebra II Honors is a rigorous course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies, including the quadratic formula, for quadratic equations, conic sections and their applications, data analysis, including measures of central tendency and dispersion, and probability, permutations, and combinations.

PREREQUISITE: *Algebra I or Algebra I Honors and Teacher Recommendation. SPECIAL NOTE: Earning credit in this course precludes earning credit in Algebra II.* SUS/ BF, NCAA

Pre-Calculus (Honors)

12023400

1.00 credit

Grades 9-12

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

PREREQUISITE: *Geometry or Geometry Honors and Algebra II or Algebra II Honors or Integrated Mathematics III and Teacher*

Recommendation. SPECIAL NOTE: Earning credit in this course precludes the earning of credit in Trigonometry and Analytic Geometry. SUS/BF, NCAA

AICE Mathematics

120236200 10-12 1.00 credit

AICE Mathematics/Calculus Papers 1 and 2. The AICE Calculus course covers both differential and integral Calculus along with some pre-calculus content and vector applications. Topics to be covered include but are not limited to: differentiation using the limit definition, equations of tangent lines, differentiation using the power, product, quotient and chain rules; integration including u-du substitution,



applications of calculus to related rate and optimization problems and areas of regions under curves and areas between curves. **PREREQUISITE:** *Successful passing of Pre-Calculus or a level 4/5 on the Algebra II EOC and a grade of A in Algebra II Honors. Teacher Recommendation. No Course Override. SUS/BF.*

Calculus (Honors)

12023000

Credit: 1.00

Grade Level: 11-12

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: *Trigonometry and Analytic Geometry or Pre-Calculus and Teacher Recommendation.*

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

A.P. Calculus AB

12023100

1.00 credit

Grades 11-12

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, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB. **PREREQUISITE:** *Pre-Calculus or Calculus and Teacher Recommendation.*

SPECIAL NOTE: *This is a college level course. SUS/BF, NCAA*

A.P. Calculus BC

12023100

1.00 credit

Grades 11-12

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, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB. **PREREQUISITE:** *Pre-Calculus, Calculus, or Calculus A.B. and Teacher Recommendation. This is a college level course. SPECIAL NOTE: SUS/BF, NCAA*

Geometry

12063100

1.00 credit

Grades 9-12

Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical 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, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry.

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

SPECIAL NOTE: *Earning credit in this course precludes earning credit in Geometry Honors. SUS/BF, NCAA*



Geometry Honors

12063200

1.00 credit

Grades 9-12

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, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry.

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

SPECIAL NOTE: Earning credit in this course precludes earning credit in Geometry.SUS/ BF, NCAA

Math for College Liberal Arts Mathematics

12073500

1.00 credit

Grades 10-12

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

PREREQUISITE: Geometry or Informal Geometry and Teacher Recommendation.

Probability and Statistics (Honors level course)

12103000

1.00 credit

Grades: 11-12

Probability and Statistics is a full year course designed to explore the concepts of probability, elementary statistics, and hypothesis testing. Topics shall include, but not be limited to random experiments, probability concepts, permutations, combinations, sample space, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, 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 and Teacher Recommendation.

SPECIAL NOTE: Earning credit in this course precludes earning credit in AP Statistics. SUS/BF, NCAA

Mathematics for Data and Financial Literacy/Honors

12003870/12003880

1.0 Credit

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and longterm loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

A.P. Statistics

12103200

1.00 credit

Grades: 11-12

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advance Placement Program. Topics shall include, but not limited to, exploratory data (observing patterns and departing from data), planning a study (deciding what and how to measure), and producing models



using probability and simulation, and statistical inference. The student enrolled in this course will be expected to take the Advance Placement Examination in Statistics.

PREREQUISITE: *Algebra II or Algebra II Honors and Teacher Recommendation. SPECIAL NOTE: Earning credit in this course precludes earning credit in Probability and Statistics with Applications. SUS/BF/NCAA. This is a college level course.*

Math for College Statistics 12103050

Credit: 1.0 Grade Level: 11-12

In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.

AP Precalculus 120230500 1.0 credit Gr. 11-12

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

School of Physical Education and Health

MANDATORY: Charter PE Uniform required for all PE courses. Uniforms are purchased at the approved uniform vendor

***Students cannot take the same PE course beyond the max credit allowed. For example, if a student enrolls in Soccer sophomore year, the student is not eligible to take the Soccer course in Junior or Senior year as the max credit allowed is 1.00.**

Physical Education Requirement and Life Management Skills (LMS)

Policy 6000.1 was approved by the School Board of Broward County on Tuesday, September 16th, 2014. One of the items in Policy 6000.1 eliminated the LMS requirement for students, **starting with the 9th graders, contract (cohort) year 2015, and beyond (cohort 2016, 2017...)**. Students who were using a 3 pronged approach to meet this requirement (.50 Personal Fitness, .50 PE and .50 LMS), will no longer need to take the LMS portion of this requirement. Current 9th graders and beyond (cohort 2015) will need to complete one of the following options:

- 1.00 credit of HOPE
- .50 credit of Personal Fitness and .50 credit Physical Education class
- .50 credit of Personal Fitness and Marching Band or Dance with a "C" or higher
- 2 years of JROTC
- 2 years of a sport at the junior varsity or varsity level and passing of the personal fitness competency test with a C or better
- .50 credit in physical education and the dual enrollment HLP 1081 course offered with Broward College



Personal Fitness .5 credit

15013000

Grades 9-12

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skillrelated components of physical fitness which are critical for students' success. **Special Note:** Paired with Dance Techniques or Team Sports 1.

Health Opportunities through Physical Education (HOPE)

3026010

1.0 credit

Grade 9-12

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, analyzing of skill related fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol, and other drug abuse – risk protective factors. **PREREQUISITE:** None **Special Note:** This course meets required graduation credit. Any student whose parents make a written request to the school principal shall be exempt from the HIV/AIDS and human sexuality instructional activities.

Beginning Weight Training

15013400

0.5 credit

Grades 10-12

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.

NOTE: Paired with Intermediate Weight Training.

Intermediate Weight Training

15013500 0.5 credit

Grades 10 – 12

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. **NOTE:** Paired with Beginning Weight Training.

Advanced Weight Training

15013600

0.5 credit

Grades 11 – 12

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 **NOTE:** Paired with Beginning Power Lifting.

Beginning Power Weight Training

15014100

0.5 credit

Grades 11 – 12

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. **NOTE:** Paired with Advance Weight Training

Soccer

15033200



0.5 credit **Grades 10-12**

Soccer provides students with opportunities to acquire knowledge and skills soccer that may be used in recreational pursuits today as well as in later life and/or improve their personal fitness. The contents include in-depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer activities. *PREREQUISITE: None. Paired with Individual Sports*

Team Sports I

1503350

0.5 credit **Grades 10 – 12**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. *PREREQUISITE: None NOTES: Paired with Team Sports II*

Team Sports II

1503360

0.5 credit **Grades 10-12**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

PREREQUISITE: None NOTE: Paired with Team Sports I.

Intermediate Volleyball

15055100

0.5 credit **Grades 10-12**

The purpose of this course is to acquire knowledge and skills in intermediate volleyball for current and future recreational pursuits and maintain and/or improvement of fitness should be stressed.

PREREQUISITE: Beginning Volleyball or Instructor's Permission. Note: Paired with Basketball

Basketball

15033100

0.5 credit **Grades 10-12**

Basketball provides students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or maintain their personal fitness. The content includes in depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities.

PREREQUISITE: None Note: Paired with Intermediate Volleyball

Individual and Dual Sports 1

1502410 .50 credit

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. The sports offered may include but not limited to tennis, table tennis, badminton, golf, juggling, track and field, and archery. **Note: Paired with Soccer**

Swimming (.5) and Water Safety (.5) 1504490. Grade 11-12 Water safety provides advanced swimming students with the opportunity to acquire skills and knowledge in water safety activities while maintaining or



improving their personal fitness. Swimming provides opportunities to acquire strokes and safety practices while maintaining and/or improving personal fitness. **Teacher Approval.** *Must pass a swim test for course approval

School of Science

Environmental Science

20013400

Credit: 1.00

Grade Level: 9

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

Biology

20003100

1.00 credit

Grades 9-12

Biology I will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. *PREREQUISITE: None. SPECIAL NOTE: SUS/BF, NCAA.*

Biology Honors

20003200

1.00 credit

Grades 9-12

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 integral parts of this course.

PREREQUISITE: None

SPECIAL NOTE: SUS/BF, NCAA.

Chemistry I

20033400

1.00 credit

Grades 10-12

Chemistry I will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, and balanced



equations, behavior of gases, physical changes, acids, bases, and salts. 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* **SPECIAL NOTE:** *SUS/BF, NCAA.*

Chemistry I Honors

20033500

1.00 credit

Grades 10-12

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 Department approval.* **SPECIAL NOTE:** *SUS/BF, NCAA.*

Physics I

20033800

1.00 credit

Grades 10-12

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

PREREQUISITE: *Successful completion of Algebra I, Algebra II or co-enrolled in Algebra II at time taking Physics* **SPECIAL NOTE:** *SUS/BF, NCAA.*

Physics I Honors

20033900

1.00 credit

Grades 10-12

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 Department approval.*

SPECIAL NOTE: *SUS/BF, NCAA*

Anatomy and Physiology Honors

20003600

1.00 credit

Grades 10-12

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:** *Biology I Honors and Science Department approval.* **SPECIAL NOTE:** *NCAA, SUS/BF*

Genetics (Honors)

2000440

1.00 credit

Grades 11-12

The purpose of this course is to provide high level experiences with laboratory and real-life applications in the study of genetics. The content should include, but not be limited to, the following: The nature of



science, matter, energy, and chemical nature of science, the genetic basis of reproduction, and communication of cells, genetics principles, molecular basis of genetics, genetic diversity, biotechnology in the area of genetics, levels of organization, classification, and taxonomy, structure and function of various organisms used as genetic models, biological selection, variations, adaptations, and changes through time, application of bio-technologies in agricultural, food, and medical careers, bio-ethics.

PREREQUISITE: *Two science credits, Dept. Approval. SUS/BF/NCAA.*

A .P. Biology

20003400

1.00 credit

Grades 10-12

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, organism 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 Department approval. SPECIAL NOTE: This is a college level course. SUS/BF/NCAA.*

A .P. Chemistry

20033700

1.00 credit

Grades 10-12

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:** *Chemistry I Honors, plus Algebra I, and Science Department approval. SPECIAL NOTE: This is a college level course. SUS/BF, NCAA.*

A. P. Physics I

20034200 1.00 credit

Grades 10-12

Advanced Placement Physics B 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, conservative 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:** *Physics I and Science Department SPECIAL NOTE: This is a college level course. SUS/BF/NCAA.*

A. P. Physics II 1.00 credit

Grades 11-12

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. **PREREQUISITE:** *Physics I and Science Department SPECIAL NOTE: This is a college level course. SUS/BF/NCAA.*

AP Physics C: E&M 20034300

1.00 credit

Grades 11-12

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as



well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

AP PhysicsC: ME 20034300 1.00 credit Grade 11-12

AP Physics C: Mechanics is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

A. P. Environmental Science

20013800 1.00 credit Grades 10-12

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: Teacher recommendations SPECIAL NOTE: This is a college level course. SUS/BFNCAA.**

Course Title: Marine Science (R)

20025000

Credit: 1.00 10-12

The purpose of this course is to provide an overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include the oceans present and potential resources, marine biology interactions with technology and society, and interrelationships between man and the ocean environment. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. **SPECIAL NOTE: BF/NCAA**

AS Level AICE Marine Science 20025150 Grades 11-12 1.0 credit This is a college level introductory course into the marine sciences and is designed as a survey class of some of the different marine science disciplines. The class will cover the basics of geological oceanography, chemical oceanography, physical oceanography and ecology of the marine environment as well as covering basic scientific practices and methodologies. The class contents will include but not be limited to the following: scientific method, marine ecosystems, and biodiversity; energetics of marine ecosystems; nutrient cycles in marine ecosystems; coral reefs and lagoons; the ocean floor and the coast; physical oceanography; chemical oceanography.

Prerequisite: Biology honors and teacher recommendation. Note: This is a college level course. SUS/BF/NCAA.

A Level AICE Marine Science Grade 11-12 1.0 credit. Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part concentrates on human activities that depend on the sea and have an impact on it. No prior study at Cambridge IGCSE or Cambridge O Level is assumed. The emphasis throughout is on the understanding of concepts and the application of ideas to



new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problemsolving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and learners may be asked about practical activities in examination questions, but there is no practical paper and no coursework. **Prerequisite: Successful completion of AS Level Marine Science.**

Science Electives

Forensic Sciences I (regular) Course Number: 20024801 Grade 12 Credit:

1.0 Elective

Does not meet graduation requirement for Science.

The purpose of this course is to provide opportunities to develop knowledge of biology and physical sciences through forensic science, and enable students to associate this knowledge with real-life applications - and at a high level of rigor and content. The content should include, but not be limited to, the following: implementation of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, chemical basis of heredity and biotechnology, connections between the sciences and technology, society, and the environment, matter, energy, and the processes of life, medical technologies and careers, forces and motion and the nature of matter. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of scientific principles and their relationship to society and the environment is encouraged. A science research project, science fair project or science research paper is recommended. It is recommended that all honors courses participate in some form or level of scientific research and application. **Note: Elective credit does not meet Bright Futures.**

Experimental Science 1 Honors 2002340 Elective credit. 1.0 credit. In addition to the course related benchmarks, this course requires additional science content that must include benchmarks from at least one other Body of Knowledge. The additional benchmarks must include rigor appropriate for Level 3 courses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). **Note: Teacher Approval. Three levels of science successfully completed, including Biology and Chemistry. Special Note: does NOT qualify for Bright Futures, NCAA, or as a science credit.**

Zoology

20004100

1.00 credit

Grades 12

Zoology is designed to provide students with an in-depth study of the animal kingdom. Topics will include, but not be limited to: animal cell structure and function, animal genetics, animal classification and use of the taxonomic key, comparative invertebrate anatomy and physiology, comparative vertebrate and physiology, animal behavior, life cycles, and animal interrelationships with man. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. **PREREQUISITE: Must be currently enrolled in a 3rd science course or successfully completed 3 full science credits. This course is elective credit only, it does not satisfy a science credit for graduation. NOTE: This is a dissection based course.**



School of Social Studies

American Government

21063100

0.50 credit

Grade 12

American Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and National levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation. *SPECIAL NOTE: SUS/BF/NCAA. NOTE: Paired with Economics with Fin. Literacy.*

American Government Honors

21063200

0.50 credit

Grade 12

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: Paired with Economic Honors, Department Guidelines. Note: SUS/BF/NCAA*

A. P. American Government 21064200 0.50 credit Grade 12 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. On half credit of American government is required for graduation. This is a college level course. *PREREQUISITE: Department guidelines. Paired with Economic Honors*
SPECIAL NOTE: SUS/BF/NCAA

American History



21003100**1.00 credit****Grade 11**

American History will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of American ideals, the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development. One credit of American history is required for graduation. *SPECIAL NOTE: SUS/BF/NCAA*

American History Honors**21003200****1.00 credit****Grade 11**

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: Teacher Recommendation, Department Guidelines. SPECIAL NOTE: SUS/BF/NCAA*

A. P. American History**21003300****1.00 credit****Grade 11**

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. *This is a college level course. PREREQUISITE: Department guidelines. SPECIAL NOTE: SUS/BF/NCAA*

Economics with Financial Literacy**21023100****0.50 credit****Grade 12**

Economics will provide students the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. Content will include, but not be limited to, using economic principles and reasoning in reaching decisions in the market place. Necessary to that understanding are the roles and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how



markets work, savings and investment, the role of the citizen as producer, consumer, and decision-maker, the role and function of government policy, the role of money, financial institutions and labor, distinctions between micro and macro-economic problems, and the similarities and differences of other economic systems. Graduation Requirement. **NOTE: SUS/BF/NCAA SPECIAL NOTE: Paired with American Government**

Economics with Financial Literacy Honors

21023200

0.50 credit

Grade 12

Economics Honors will provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Specific content to be covered will include, but not be limited to, the role and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, price determination, types of market failures, savings and investment, the role and function of governmental policy, labor supply and demand, the distinction between micro and macroeconomic problems, types of competition, inflation, unemployment, monetary and fiscal policy, and socioeconomic goals: freedom, economic efficiency, equity, full employment stability, and growth. One-half credit of economics is required for graduation. **PREREQUISITE: Paired with American Government Honors, Department Guidelines SPECIAL NOTE: SUS/BF/NCAA**

World History

21093100

1.00 credit

Grade 10

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of World History is required for graduation. **PREREQUISITE: Recommended for 10th Grade. SPECIAL NOTE: SUS/BF/NCAA**

A.P. World History

2010/21094200

1.00 credit

Grades 10 – 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 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

PREREQUISITE: School Guidelines. This is a college level course. NCAA/BF/SUS

World History Honors

21093200

1.00 credit

Grade 10

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:** Department Guidelines. **SPECIAL NOTE:** SUS/BF/NCAA

AICE International History (AS Level) 21004900

1.0

Gr. 10-12

The goals of the AICE history courses are for students to recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner. Additionally, demonstrate an understanding of the past through explanation, analysis and arriving at a substantiated judgment of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied. The search for International Peace and Security, 1919-1945 & International Relations, 1871-1945. **Prerequisite:** Previous or concurrent enrollment in AICE General Paper is suggested. **Departmental criteria.** SUS/BF/NCAA. This is a college level course.

AICE US History (AS level) The Cambridge International AS and A Level History (US) syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to international history from 1945 to 1991. Learners can also study periods from European, Asian, African and American history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context. **Prerequisite:** Successful completion of AICE International History. **Departmental criteria.** SUS/BF/NCAA. This is a college level course.

SOCIAL STUDIES ELECTIVES

World Geography

21033000

1.00 credit

Grade 9

World Geography, an elective, will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not be limited to, an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study



of the following world regions: Western Europe, Eastern Europe, Anglo-America, Latin America, North Africa and the Middle East, Sub-Saharan Africa, Southern and Eastern Asia, and Oceania.

SPECIAL NOTE: SUS/BF/NCAA. *Special note: Academic elective credit.*

Pre-AICE Global Perspectives 17003620

1.00 credit Grade 9

Cambridge IGCSE is a cross-curricular course. This course will help students develop an awareness of human similarities, engage in local, national and international dialogue, explain historical development, present status and possible future options available, develop summative judgments regarding the preferred courses of action to deal with specific global issues, understand and explain the global interrelationship among science, technology and society. **PREREQUISITE:** Teacher Recommendation/test scores.

SPECIAL NOTE: Academic elective credit. BF/NCAA

AICE Global Perspectives (AS) Level Grades 10-12 1.0 credit 170036400

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - **issues of global significance**. The Cambridge International AS Level Global Perspectives syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education. **Prerequisite:** Successful completion of Pre-Aice Global Perspectives or AICE Geography. This is a college level course. SUS/BF Plans to offer AICE Global Perspectives (A) LEVEL GRADES 11-12 will be available in the future.

AICE Geography (AS) level 21034100 Grades 9-10. 1.00 credit

This is a course for highly motivated students who wish to gain insight to patterns and processes that have shaped the alteration of the Earth's surface by both physical and human forces. The students will also learn about the methods geographers use to analyze these patterns and processes. The course is designed to provide an experience equivalent to an introductory college geography course. **Prerequisite:** Departmental guidelines and teacher recommendation. This is a college level course. SUS/BF.

Leadership Skills Development I and II

24003000

1.00 credit Grades 10-12

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 selfunderstanding and development in areas of goal setting, self-actualization and assertiveness and the study of organizational theories and management. **PREREQUISITE:** Election to Student Government and teacher approval. *Elective credit.*

Leadership Techniques (Local Honors) 24003100 Grades 11 or 12

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: Development in areas such as selfesteem,



goal setting, and character building; Enhanced leadership skills and the ability to function in both a group setting and the community. **PREREQUISITE: Election to Student Government and teacher approval. Elective credit.**

AICE Sociology (A level)

Grades 9-12

In a rapidly changing world, AS and A Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. **Prerequisite: Psychology or Sociology strongly recommended. Department guidelines. This is a college level course. SUS/BF/NCAA. Special Note: This course prepares students for Papers 1,2,3,and 4.**

AICE Thinking Skills AS Level

PREREQUISITE: 11th grade student on track for AICE Diploma

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. **SPECIAL NOTE: This course is elective credit only. SPECIAL NOTE: This course will include some ACT/SAT Prep therefore juniors who have successfully completed Algebra II Honors will receive course scheduling priority.**

A. P. Psychology

21073500

1.00 credit

Grades 10-12

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. This is a college level course. **PREREQUISITE: Psychology strongly recommended. Department guidelines SPECIAL NOTE: SUS/BF/NCAA. This is a college level course. Students who complete this course meet the same college level course as AICE Psychology.**

AICE Psychology (AS Level) 21073600 1.0 credit Grades 10-12

Defining the core content of psychology is a topic that can stimulate endless debate. The growth of the subject over the last hundred years has continually widened the areas of interest and the body of knowledge. This means that candidates must either specialize before they have an overview of the subject, or else deal with all the areas in a superficial way. This syllabus deals with that problem by requiring the candidate to cover all the major areas of psychology, and to do this by sampling the



research rather than overviewing it all. Therefore, the syllabus prescribes the studies that must be covered during the course. This design allows the subject to be studied in depth while retaining breadth and balance. The core studies have been selected to reflect five key approaches in psychology: • Cognitive psychology • Social psychology • Developmental psychology • Physiological psychology • The psychology of individual differences . Prerequisite: Psychology or Sociology strongly recommended. Department guidelines. This is a college level course. **Students who complete this course meet the same college level course as AP Psychology.** SUS/BF/NCAA.

Psychology I/II

0427/21073000

1.00 credit

Grades 9 – 12

Psychology I (First Semester), an elective, will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologist, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

Psychology II (Second Semester), an elective will allow students to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction. **PREREQUISITE: None. SPECIAL NOTE: SUS/BF/NCAA. Academic elective.**

Psychology I/II

21073000

1.00 credit 9-12

Psychology I (First Semester), an elective, will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

This course is paired with Sociology

SPECIAL NOTE: SUS/BF/Medallion & Scholar only/NCAA

School of Communication & Technology

A.P. Computer Science Principles Grades 11-12 1.00 elective credit (possible college credit).

The College Board has created a new course called AP® Computer Science Principles. This course is designed to be far more than a traditional introduction to programming - it is a rigorous, engaging, and approachable course that explores many of the big, foundational ideas of computing so that all students understand how these concepts are transforming the world we live in. **PREREQUISITE: Teacher Approval and successful completion of Algebra II with a B or higher and experience with functions and concepts found in the uses of functional notation.**

Foundations of Web Design Honors



90011100

1.00 credit

Grades 9-12

This course provides an introduction to web page design using HTML and XHTML commands. Content includes designing web pages/sites using current methodologies. Course includes digital image manipulation using Adobe Photoshop for web delivery, and designing page layouts and multimedia on the web using Adobe Dreamweaver. This course is part of the Web/Internet/ Intranet Services program.

PREREQUISITE: None. **SPECIAL NOTE:** Meets Performing Fine Art/Practical Arts elective credit. Gold Seal Vocational core class for Bright Futures

Web Tech/Dev Tech and Multimedia Design II/III/IV Honors

9003420/90034600/90034700

1.00 credit each

Grades 10-12

This course provides advanced concepts for the Internet and Web design. The content includes advanced HTML commands, advanced page design, animation and multimedia applications such as Adobe Dreamweaver, Adobe Flash, Adobe Photoshop and Application development using PHP and MySQL. This course is part of the Web/Internet/ Intranet Services program. **PREREQUISITE :** *Multimedia Found. II-Foundations I* **SPECIAL NOTE:BF/Gold Seal Only**

Cyber Security 1-4 Honors

1.00 Credit

Grades 9-12

This course prepares students for the field of Information and Communication Technologies (ICT) such as help desk, computer repair, IT specialist, network administrator and technical support with a focus on cyber security. The course will provide hands-on knowledge and skills in computer and networking hardware and security concepts. Students will disassemble, assemble and configure computer components.

Foundations Program Datascience AI- Artificial Intelligence Honors **Grades 9-12**

90077100

1.00 Credit

In this course, you'll explore the exciting world of Artificial Intelligence, which is all about teaching computers to think, learn, and solve problems like humans. You'll learn how AI powers everyday things like voice assistants (think Siri or Alexa), self-driving cars, and recommendation systems on your favorite apps.

Throughout the course, you'll:

- **Understand the basics of how AI works, including concepts like machine learning and neural networks.**
- **Work with real-world examples of AI in action.**
- **Learn how AI helps in areas like healthcare, robotics, and even video games.**
- **Get hands-on experience with coding AI programs and creating projects using tools and languages like Python.**

By the end of the course, you'll not only have a better understanding of AI, but you'll also have the skills to build your own simple AI programs and think critically.



Journalism I (Intro) 1006300A **1.00 credit** **Grades 9-12** 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, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. ***Special Note: Meets performing/practical arts elective requirement.***

Journalism I, II, III & IV (Newspaper)1006300B / 1006310B / 1006320B /1006330A
1.00 credit each **Grades 10-12**

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting. ***PREREQUISITES: Teacher recommendation and school guidelines. NOTE: Selling of Ads is required as part of this course. SPECIAL NOTE: Local honors credit can be earned at the level III or higher in this course.***

Digital Publishing (Design) I, II, III & IV Newspaper
82095100 / 82095200 / 82095300 / 82095700

1.00 credit each **Grades 10-12**

This course develops basic entry-level skills required for digital publishing careers. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Students will complete activities with software commonly used in the digital publishing industry such as Adobe PageMaker, QuarkXPress, Adobe Photoshop, and Adobe Illustrator. This course is part of the Digital Publishing program.

PREREQUISITE: Students should have previously completed, or be concurrently enrolled in, the Introduction to Information Technology or Journalism course. NOTE: Selling of Ads is required. SPECIAL NOTE: BF/Gold Seal Only

Digital Publishing I, II & III IV (Yearbook)
82095400 / 82095500 / 8209600

1.00 credit each **Grades 10-12**

This course develops basic entry-level skills required for digital publishing careers. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Students will complete activities with software commonly used in the digital publishing industry such as Adobe InDesign, Adobe Photoshop, and Adobe Illustrator. This course is part of the Digital Publishing program.

PREREQUISITE: Students should have previously completed, or be concurrently enrolled in, the Introduction to Information Technology or Journalism course. NOTE: Selling of Ads is required. SPECIAL NOTE: BF/Gold Seal Only. Local Honors is available at the level III or higher.

Marketing Applications Honors 88271200 (9/10 grade) 1.00 credit

Provides students with an in-depth study of marketing in a free enterprise society. Includes advertising, promotion, product development and branding, selling and marketing research, uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing. This



course will spark students' entrepreneurial mindsets by learning to recognize and seize opportunities while having a positive impact in their own communities. DECA Participation Required.

Local, Regional and National Competitions: Business Plans, Tradeshows, Elevator Pitch, Youth E-Ship Challenge, World Series of Innovation.

Industry Certification: Microsoft Office, Quickbooks.

Career Readiness: Leadership, professional, functional, core technology, internships

Business Ownership/Entrepreneurship 88120000 (11/12 grade) 1.00 credit

Prepares students for careers as entrepreneurs, presents entrepreneurship as a career path, provides students with the skills needed to realistically evaluate their potential as business owners operate a business. Students develop the fundamental knowledge and skills necessary to start and operate a business. This course is designed to transform students through authentic business experiences. DECA Participation Required.

Local, Regional and National Competitions: Business Plans, Tradeshows, Elevator Pitch, Youth E-Ship Challenge, World Series of Innovation.

Industry Certification: Microsoft Office, Quickbooks.

Career Readiness: Leadership, professional, functional, core technology, internships.

NOTE: To complete any Gold Seal Vocational Business program, one core course is required: [Introduction to Information Technology](#)

School of Visual Arts

Art

Ceramics / Pottery I 01023000 1.00 credit Grades 9-12

Ceramics/Pottery I provides recognition of properties, limitations and possibilities of clay, a basic understanding of clay construction through hand-building techniques, investigation of decorating techniques and demonstration of skill with ceramic tools. *Special Note: Satisfies graduation requirement for Performing Fine Arts. This course incorporates hands-on activities and consumption of art materials.*

Ceramics / Pottery II/III 01023100 1.00 credit Grades 9-12

Ceramics/Pottery II will include the investigation of the ceramic process via various utilitarian and nonutilitarian projects, the combining of several elements into a new form or whole, the development of sensitivity to clay, and will include the practice and successful use of forming techniques. Skills using potter's tools will be required for the production of clay pieces, including coil, slab and pinch methods. The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non-functional works of ceramics and pottery using intermediate-level hand-building and basic wheel-throwing techniques. **PREREQUISITE: Ceramics/Pottery I or Art teacher approval**



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

Art/2-D Comprehensive I

01013000

1.00 credit

Grades 9-12

The purpose of this course is to enable students to communicate ideas and concepts through basic two dimensional designs and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include but not be limited to the following: Use of tools and materials, art vocabulary, varied two-dimensional media, technology, processes and techniques, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, career opportunities. *PREREQUISITE: Two-dimensional Art/Painting or Art teacher approval. Special Note: This course incorporates hands-on activities and consumption of art materials. Satisfies the Performing Fine Arts requirement for graduation, BF/Gold Seal only*

Art/2-D Comprehensive II

01013100

1.00 credit

Grades 9-12

The purpose of this course is to enable students to communicate ideas and concepts through intermediate-level two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include but not be limited to the following: Use of tools and materials, art vocabulary, varied two-dimensional media, technology, processes and techniques, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, career opportunities.

PREREQUISITE: Drawing and Painting I or Art teacher approval

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

Art/2-D Comprehensive III 01013200 1.00 credit

Grades 9-12

The purpose of this course is to assist students in developing skills in problem formulation and critical analysis in the production of drawings and paintings. The course will provide students the opportunity to develop the aesthetic, imaginative, creative facilities and train visual awareness, perception and criticism of the arts of various cultures in the production of drawings and paintings. *PREREQUISITE: Drawing and Painting II and Art teacher approval Special Note: Satisfies graduation requirement for Performing Fine Arts.*

Advanced Placement Studio Art Drawing Portfolio

01043000

1.00 credit

Grade Level: 10-12

Advanced Placement Art-Drawing Portfolio is designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, and studies for sculpture, as well as abstract and observational works, would qualify as addressing drawing issues. Students are expected to submit a portfolio as evidence of the course of study. The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing.

PREREQUISITE: Art teacher approval Special Note: Satisfies graduation requirement for Performing Fine Arts. This is a college level course

A.P. Studio Art: 2-D Design Portfolio

0109350

1.00 credit

Grades 10-12



other features of stagecraft; character analysis and portrayal; interpretation and analytical study of plays; and production of plays and other dramatic presentations.

PREREQUISITE: *Teacher recommendation* **Special Note:** *Elective credit. Meets graduation requirements for Performing Fine Arts.*

Theatre III (local honors)

04003300

1.00 credit

Grades 10-12

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 technique used in various kinds of dramatic presentations; study of acting theories, and practice and theory in set design, make up, and lighting. **PREREQUISITE:** *Teacher recommendation* **Special Note:** *Elective credit. Meets graduation requirements for Performing Fine Arts.*

Theatre IV (local honors)

04003400

1.00 credit

Grades 10-12

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 performance.

PREREQUISITE: *Teacher recommendation. Honors credit may be issued. Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.*

Music

Course Title: Instrumental Ensemble I-II-III-IV (Band I,II,III, IV, V (Band IV and V Local Honors)

Course Number: 13024600

Credit: 1.00

Grade Level: 9-12

Instrumental Techniques and Ensemble provides students with instruction on selected instruments in an individualized or ensemble setting. Performance techniques, proficiency, and the development of music fundamentals are the major focuses of this course. Formulation of critical evaluations and aesthetic values should be emphasized. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of styles, key signatures, and meter, using appropriate performance technique; composition, arrangement, and improvisation techniques; performance of music of various cultures; analysis and evaluation as a listener and performer; responsible participation in music activities; importance of music in everyday life.

This course will require extra rehearsals and performances beyond the school day.

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. Honors level is available at the III/IV level. PREREQUISITE: Instructor's approval.*

Instrumental Techniques I/II/III/IV/V "Drumline" (Band IV and V Local Honors)

13024200

1.00 credit

Grades 9-12

Instrumental Techniques provide students with instructions on Percussion instruments in an individualized or ensemble setting. Performance techniques, proficiency, and the development of music fundamentals are the major focuses of this course. Formulation of critical evaluations and aesthetic values should be emphasized. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of styles, key signatures, and meter, using appropriate performance technique; composition, arrangement, and improvisation techniques; performance of music of various



cultures; analysis and evaluation as a listener and performer; responsible participation in music activities; importance of music in everyday life. **This course will require extra rehearsals and performances beyond the school day.** **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.

Dance Technique I (paired with Personal Fitness .5 credit. If not, 1.0 credit)

03003100

Students in this semester-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, and ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Special Note: Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.** Paired with Personal Fitness Meets .5 credit of Performing Fine Arts category towards graduation requirement.

Dance Technique II

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual. **Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, and ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. **Special Note: Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source**

Dance I and II cannot be duplicated, a max of one full credit is permitted per course.

School of World Languages

MODERN WORLD LANGUAGE 1

French 1 Spanish 1 Credit: 1.0 Grade Level: 9-12

Modern World Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. **PREREQUISITE:** Successful completion of language arts course. **SPECIAL NOTE:** Recommended C or higher in Language Arts. **SUS/BF/NCAA**

MODERN WORLD LANGUAGE 2

French 2 Spanish 2 Credit: 1.0 Grade Level: 9-12

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



Modern World Language 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

PREREQUISITE: Successful completion of Modern World Language 1 and teacher recommendation. **SPECIAL NOTE:** Recommended C or higher in Modern World Language 1. SUS/BF/NCAA

**MODERN WORLD LANGUAGE 3 (Honors level) French 3 Honors Spanish 3 Honors Credit: 1.0
Grade Level: 9-12**

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

PREREQUISITE: Successful completion of Modern World Language 2 or mastery of Student Performance Standards corresponding to Modern World Language 2 and teacher recommendation. **SPECIAL NOTE:** Recommended C or higher in Modern World Language 2. SUS/BF/NCAA

**MODERN WORLD LANGUAGE 4 (Honors level) French 4 Honors Spanish 4 Honors Credit: 1.0
Grade Level: 9-12**

Modern World Language 4 expands the skills acquired by the students in Modern World Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works. **PREREQUISITE:** Successful completion of Modern World Language 3 or mastery of Student Performance Standards corresponding to Modern World Language 3 and teacher recommendation. **SPECIAL NOTE:**

Recommended C or higher in Modern World Language 3. SUS/BF/NCAA

Advanced Placement Spanish Language and Culture Credit:1.0 Grade Level: 10-12

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

(e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

PREREQUISITE: Successful completion of Spanish 3 or 4 and teacher recommendation. **Note:** This is a college level course. SUS/BF/NCAA

AICE Spanish Language AS Credit: 1.0 Grade Level: 9-12

The Cambridge International AS Level Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing. **PREREQUISITE:** At least 3 years of Spanish or appropriate score on placement exam. **SPECIAL**



NOTE: Placement in this course needs to be approved by the World Language Department and/or Instructor. **SPECIAL Note:** *This is a college level course.* SUS/BF

