

**Course Descriptions 2025-2026**

# **2025-2026 Course Descriptions**

## **Grades 9-12**

**West Broward High School  
Parinaz Bristol, Principal**

## Course Descriptions 2025-2026

**\*\*All courses listed below may or may not be part of course selection, as determined by administration and are subject to change without notice.\*\***

# A R T

### 3D Studio Art

3D Studio Art 1	9-12
3D Studio Art 2	10-12
3D Studio Art 3	11-12
Credit 1	

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to clay, wood, plaster, and paper mache with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief of freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### 2D Studio Art

2D Studio Art 1	9-12
2D Studio Art 2	10-12

### 2D Studio Art 3(Honors) Credit 1

11-12

**2D Studio Art 1** This year-long, entry level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2D) artworks, including drawing, painting, printmaking, collage, and more.

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

**2D Studio Art 2** This year-long intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2D) artworks, which may include drawing, painting, printmaking, collage, and more.

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

**2D Studio Art 3 (Honors)** This year-long honor class promotes the enjoyment and appreciation of art as students refine their use of media and techniques to create primarily self-directed, two-dimensional (2D) artworks at high levels of proficiency and independence.

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



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### **Adv. Placement Art-Drawing Portfolio**

**Credit 1**

**10-12**

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

**PREREQUISITE:** *Art teacher recommendation*

### **Adv. Placement Art- Studio 2-D**

**Credit 1**

**10-12**

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

**PREREQUISITE:** *Art teacher recommendation*

## Cambridge AICE

### **AICE English General Paper 1**

**Credit 1**

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

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE English Language**

**Credit 1**

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

**PREREQUISITE:** *Teacher recommendation, Level 4-5 Test scores, and successful completion of AICE General Paper 1.*

### **AICE English Literature**

**Credit 1**

Learners following the Cambridge

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International AS level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studies. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores, and successful completion of AICE English Language and/or AICE General Paper.*

### **AICE Mathematics**

#### **Credit 1**

Cambridge International AS Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings. Learners can apply these skills across a wide range of subjects and the skills equip them well for progression to higher education or directly into employment.

**PREREQUISITE:** *Successful completion of Pre-Calculus and math teacher recommendation.*

### **AICE Thinking Skills**

#### **Credit 1**

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real- world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal

views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Global Perspectives 1**

#### **Credit 1**

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

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Environmental Management**

#### **Credit 1**

Cambridge International AS Level Environmental Management develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

**PREREQUISITE:** *Teacher recommendation, Biology I, and Level 4-5 Test scores*

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### **AICE Marine Science 1**

#### **Credit 1**

Cambridge International AS Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills.

**PREREQUISITE:** *Biology I Honors, teacher recommendation and Level 4-5 Test scores*

### **AICE Psychology**

#### **Credit 1**

Cambridge International AS Psychology encourages learners to think like a psychologist. The syllabus provides opportunities to explore key concepts and debates that underpin the subject of psychology and to develop the skills of interpretation, application, analysis and evaluation while studying a range of stimulating topics and real-world issues. Key concepts include nature vs. nurture, ethics, research methods, no one view in psychology is definitive, and the relevance of psychology in contemporary society.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Sociology**

#### **Credit 1**

In a rapidly changing world, Cambridge International AS Level Sociology offers learners 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:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Geography**

#### **Credit 1**

Cambridge International AS Level Geography's syllabus includes contemporary topics which encourage students to recognize challenges of the changing world and builds awareness of how the study of geography can help us understand and solve environmental, social and economic issues. It has six key areas: hydrology, river processes and hazards, atmospheric processes and global climate change, earth processes and mass movements, population and migration, water resources and management and urban areas and management.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Spanish Language**

#### **Credit 1**

Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

**PREREQUISITE:** *Teacher recommendation, Level 4-5 Test scores and minimum of 2 Spanish credits. Students MUST be able to speak, read and write in Spanish.*

### **AICE Media Studies**

#### **Credit 1**

Cambridge International AS Level Media Studies is recognized by universities and employers as proof of knowledge and

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understanding of the media and its role in our daily lives. Learners develop a set of transferable skills, including the skill of thinking critically about mediated information, understanding its rhetorical qualities, and being aware of the significance of its conditions of production and reception. Learners will also be able to practice this skill to communicate their own ideas in a variety of forms. These skills can be applied across a wide range of subjects and equip learners well for progression to higher education or directly into employment.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Travel and Tourism**

#### **Credit 1**

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

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE International History**

#### **Credit 1**

International History is a course that covers the international relations of various European countries, as well as the USA and Japan, as they battle through colonization, World War I, the trials and tribulations of the League of Nations, the rise of fascism, World War II, and the eventual creation of the League of Nations. The course will use a

variety of sources to analyze the drama that politicians like Woodrow Wilson, Harry Truman, Winston Churchill and various other leaders faced as they went through one of the darkest and most interesting times in modern history. You will learn about the rise of Benito Mussolini, Adolf Hitler, Francisco Franco, Joseph Stalin and other extreme dictators, and how the rest of western civilization battled against them. Finally, the course will end with the creation of the United Nations, which will bring the world into a new age of diplomacy and security. Students will learn skills associated with identifying bias in primary and secondary sources, as well as evaluating the reliability of sources in relation to high level questions asked. Students will also hone their writing skills as they prepare to make formulated arguments addressing questions from this period in history.

**Subject Credit: World History**

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE European History**

#### **Credit 1**

In this course, students will learn to develop and analyze different arguments, examine different interpretations and learn to understand the relation between historical events in cause and effect, similarity and differences, change, and patterns. After the course, students should be able to assess arguments, develop their own ideas about subjects and evaluate historical evidence.

**Subject Credit: World History**

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE U.S. HISTORY**

#### **Credit 1**

AICE US History is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural

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bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format.

**PREREQUISITE:** *Successful completion of World History, teacher recommendation and Level 4-5 Test scores*

### **AICE Music 1**

#### **Credit 1**

Cambridge International AS Music provides opportunities for learners to develop and improve their musical skills in a wide range of music styles and traditions. It allows learners to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice. It is designed to accommodate a range of music and resources, and the different skills and interests of teachers.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

### **AICE Drama**

#### **Credit 1**

Cambridge International AS Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience though practical and creative work on performance texts and their own devised material, both as individuals and in groups.

Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.

**PREREQUISITE:** *Teacher recommendation and Level 4-5 Test scores*

## Career and Technical Education Programs

*Career and Technical Education Programs are designed to prepare students for entry into a variety of careers. The program emphasizes math, science, communications, and technical subjects related to career interests.*

*Students may begin Career/Tech Prep courses while in high school and continue their education at Atlantic, McFatter, or Sheridan Vocational Technical Centers, or at Broward Community College. Students may qualify for dual enrollment classes at these schools as well. Career/Tech Prep prepares students for highly rewarding careers offering good salaries and advancement opportunities.*

*West Broward High School offers premier programs in the areas of Agriscience & Natural Resources, Business Technology Education, Family & Consumer Sciences, Health Science Education, Marketing Education and Technology Education.*

*See your School Counselor for more information about Career and Technical Education opportunities.*

### **Agriscience & Natural Resources**

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### **Veterinary Assisting Program**

Upon completion of this program, students will receive a Veterinary Assisting Certificate verifying the student has completed training as a Veterinary Assistant and is ready to enter the workforce.

#### **Veterinary Assisting 1 (Honors)**

**Credit 1**

**9-11**

This is the first of five courses required to complete the program. The purpose of this program is to prepare students for employment or advanced training in the veterinary assisting industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

**PREREQUISITES:** *None*

**Special Note:** *BF/Gold Seal Only*

#### **Veterinary Assisting 2 (Honors)**

**Credit 1**

**10-12**

This is the second of the five courses required to complete the program. More advanced competencies in the specified areas are covered.

**PREREQUISITE:** *Veterinary Assisting 1*

**Special Note:** *BF/Gold Seal Only*

#### **Veterinary Assisting 3 (Honors)**

**Credit 1**

**11-12**

This is the third of the five courses required to complete the program. More advanced competencies in the specified areas are covered.

**PREREQUISITE:** *Vet. Assisting 1 & 2*

**Special Note:** *BF/Gold Seal Only*

#### **Veterinary Assisting 4 (Honors)**

**Credit 1**

**11-12**

This is the fourth of the five courses required to complete the program. More advanced competencies in the specified areas are covered.

**PREREQUISITE:** *Vet. Assisting 1-3*

**Special Note:** *BF/Gold Seal Only*

#### **Veterinary Assisting 5 (Honors)**

**Credit 1**

**12**

This is the fifth of five courses required to complete the program. More advanced competencies in the specified areas are covered.

**PREREQUISITE:** *Vet. Assisting 1-4*

**Special Note:** *BF/Gold Seal Only*



### **Family and Consumer Sciences**

#### **Culinary Arts**

The purpose of this program is to provide individualized instruction and cross training in food service jobs in a laboratory setting designed for production and service.



#### **Culinary Arts 1**

**Credit 1**

**9-11**

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the



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workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

**PREREQUISITE:** *None, although an appropriate introductory course would be Nutrition and Food Preparation.*

### **Culinary Arts 2**

**Credit 1**

**10-12**

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

**PREREQUISITE:** *Culinary Arts 1*

### **Culinary Arts 3**

**Credit 1**

**10-12**

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

**PREREQUISITE:** *Culinary Arts 1 and 2*

### **Culinary Arts 4 (Honors)**

**Credit 1**

**11-12**

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be

examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

**PREREQUISITE:** *Culinary Operations 1, 2 and 3*

### **Early Childhood Education**

The Early Childhood Education Program focuses on a broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety and environmental issues; and developmentally appropriate practices for children birth through eight.

### **Early Childhood Education 1 (TP)**

**Credit 1**

**9-11**

This course offers the 10 and 20-hour competencies for the Department of Children and Families and general competencies for initial employment. Students will acquire competence in state rules and regulations; clean, safe and healthy learning environments; food service and nutrition education; child abuse and neglect; principles of child development; observation and recording; developmentally appropriate practices; including methods of guidance; professionalism; communication; leadership and organizational skills; community resources; career opportunities and observation and recording methods.

**PREREQUISITE:** *None*

**Special Note:** *(TP) indicates a course leading to a Tech Prep area of study and qualifies for GOLD SEAL Scholars Award if 3 credits are earned within the same technical program.*

### **Early Childhood Education 2 (TP)**

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### **Credit 1**

**10-12**

This course prepares students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, school age children to age eight and special needs children.

**PREREQUISITE:** *Early Childhood Ed.1*

**COREQUISITE:** Early Childhood Ed. 2

**Special Note:** *Early Childhood Education 1 and 2 are offered in a two/three hour block. BF/Gold Seal only.*

### **Early Childhood Education 3 (TP)**

#### **Credit 1**

**11-12**

This course teaches the management skills of becoming a preschool teacher. Students will acquire competence in the areas of child development theories; current trends and issues; legislation; heredity; classroom management; developmentally appropriate curriculum and environments; multiculturalism; and teacher resource files.

**PREREQUISITE:** *Early Childhood Ed 1 & 2*

**COREQUISITE:** Early Childhood Ed. 2

**Special Note:** *Early Childhood Education 2 and 3 are offered in a block. BF/Gold Seal only.*

### **Early Childhood Education 4 (Honors)**

#### **Credit 1**

**11-12**

This course prepares students to be a child development specialist. Students will acquire competence in the areas of mentoring; workshop development; team building, advocacy; and brain research and professional development.

**PREREQUISITE:** *Early Childhood Education 1, 2, 3*

**Special Note:** *Local Honor Designation is available for ECE 4 only.*

### **Introduction to the Teaching Profession**

#### **Credit 1**

**11-12**

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and

regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

**PREREQUISITE:** *Early Childhood Education 1, 2, 3*

### **Human Growth and Development**

#### **Credit 1**

**11-12**

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

**PREREQUISITE:** *Early Childhood Education 1, 2, 3*

### **Foundations of Curriculum and Instruction**

#### **Credit 1**

**11-12**

This course is designed for students to

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

**PREREQUISITE:** *Early Childhood Education 1, 2, 3*

### **Education Direct Study**

#### **Credit 1**

**12**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of career education. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions. The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work

situations not generally available through paid employment. To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

**Special Note:** *Transportation must be provided to the worksite in order to remain in the program.*

### **Principles of Teaching Internship**

#### **Credit 1**

**12**

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

## **Health Science Education**

### **First Responder**

#### **Medical Skills and Services**

#### **Credit 1**

**9-12**

The purpose of this course is to assist students in making informed decisions about their future academic and occupational goals and to provide information regarding careers and skills in the Health Science career cluster. The content of this course includes, but is not limited to: employability and communication skills, legal and technological aspects of health care, medical mathematics, services provided by health

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science professions, mental health and wellness, occupational safety, and basic health science skills

### **Health Science 1/Anat. & Phys. Honors**

**Credit 1** **10-11**

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

**PREREQUISITE:** *Instructor consultation is recommended.*

### **Health Science Foundation (Local Honors)**

**Credit 1** **11-12**

This honors course is part of a program consisting of Health Science 1, Health Science 2 and Allied Health Assisting 3. Following completion of Health Science 1 or Anatomy and Physiology, Health Science 2 and Allied Health Assisting/First Responder may be taken. This course includes common skills performed by Health Care workers in hospitals, nursing homes and other health care agencies. Off campus clinical learning experiences are integrated into the program.

**PREREQUISITE:** *Health Science 1 or Anatomy and Physiology and Instructor consultation is recommended.*



### **First Responder 3 (Local Honors)**

**Credit 1** **11-12**

This course is part of the Health Science Cluster and may be taken following the successful completion of Health Science I or Anatomy and Physiology and Health Science II, or the student may be concurrently enrolled in the core courses before enrolling in a course leading to an occupational completion point. This instructional program prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants. The First Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). First Responders may include law enforcement, lifeguard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team. Off campus learning experiences are integrated into this program. Upon completion of this program the student may articulate into the Emergency Medical Technician (EMT) Program offered at McFatter Technical Center.

**PREREQUISITE:** *Health Science 1 & 2. Instructor consultation is recommended.*

*The student may also take a Medical Terminology exam, which upon successful completion can provide three college credits at Broward College.*

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### **EKG/HSE Direct Study**

#### **Credit 1**

**12**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster. The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program. The program is designed to prepare students for employment as EKG Technicians (SOC Code: 29-2031 Cardiovascular Technologists and Technicians).

### **Marketing**

### **Sport, Recreation and Entertainment Essentials**

#### **Credit 1**

**9-11**

This is the first of three courses in Marketing Education Programs. The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included.

**PREREQUISITE:** None

**Special Note:** This course, and minimum scores on specified college entrance exams may be considered in determining a students' eligibility for the Florida

*Gold Seal Vocational Scholars Award. In addition, two more courses within the same Career and Technical Education job preparatory program must be successfully completed.*

### **Sport, Recreation and Entertainment Applications**

#### **Credit 1**

**10-11**

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

**PREREQUISITE:** Successful completion of SRE Essentials.

## **TECHNOLOGY EDUCATION**

### **Pathways to Engineering**

### **Introduction to Engineering Design (Honors)**

#### **Credit 1**

**9-10**

This is Level I of Engineering Pathways; it provides students with formative hands-on experience in engineering and technology, to include robotics, electrical and mechanical systems, structures, 3D printing, laser engraving, and CNC milling. Students will collaboratively design, build, and test prototypes to understand the physics behind roller coasters, bridges, rockets, robotics, and more. Students will learn how to use Computer Assisted Design (CAD) and engineering shop tools. This course satisfies the computer requirement needed for graduation. Students in this course will gain service hours and have the opportunity to compete in SkillsUSA CTSO, Broward Student Technology Association, and Plywood Regatta.

**PREREQUISITE:** A basic understanding of physics and mathematics

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### Principles of Engineering (Honors)

#### **Credit 1**

**10-11**

This course explores various energy technology systems and manufacturing processes to help students learn how engineers and technicians use math, science, and technology with the engineering problem-solving process to benefit people and our natural world. Students can expect to design, build, and test catapults, robots, CO2 cars, solar cars, and mouse-trap cars to understand their statics, dynamics, materials, and systems. Students in this course will gain service hours and have the opportunity to compete in SkillsUSA CTSO, Broward Student Technology Association, and Plywood Regatta.

**PREREQUISITE:** *Introduction to Engineering Design*

explore the physics of flight, aerodynamics, rocketry, propulsion systems, flight controls, structures, materials, and space life science. The curriculum emphasizes the intersection of precision engineering and the characteristics of the engineering design process as it relates to aerospace systems. This is an advanced course that includes robotics, drones, electrical circuitry, mechanical engineering, and computer programming. Students in this course will gain service hours and have the opportunity to compete in SkillsUSA CTSO, Broward Student Technology Association, and Plywood Regatta..

**PREREQUISITE:** *Principles of Engineering and Teacher recommendation*

### Civil Engineering & Architecture (Honors)

#### **Credit 1**

**11-12**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

**PREREQUISITE:** *Successful completion of Into. to Engineering and Principles of Engineering*

### Aerospace Engineering (Honors)

#### **Credit 1**

**11- 12**

This course engages students in analyzing and creating innovative solutions for aerospace and astronautical systems, through theoretical learning and hands-on projects; designing and building drones, rovers, rockets, and aircraft. Students

### Computer Science

#### Foundations of Programming Honors

##### **Credit 1**

**9-12**

Foundations of Programming is a Computer Science course focused specifically on the concepts, techniques, and processes associated with computer programming and software development. Students will gain experience using Scratch, Python, and JavaScript. Additionally, students in this course will have an opportunity to earn the Microsoft Technology Associate – Programming in Python CTE certification.

**PREREQUISITE:** *None*

#### AP Computer Science Principles (AP)

##### **Credit 1**

**9-12**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn basic programming and how computing innovations/systems, including the internet, work, explore their potential impacts, and how they contribute to a computing culture that is collaborative and ethical.

**PREREQUISITE:** *Incoming 9<sup>th</sup> graders - Successful completion of Algebra I and one*

## Course Descriptions 2025-2026

other HS course. A 3.5 un-weighted GPA in HS courses, and recommendation from their HS math, science and/or CS teacher.

Incoming 10<sup>th</sup> - 12<sup>th</sup> grade - Completion of Algebra I, unweighted GPA of 3.0 or higher, teacher recommendation, or an honors math/science teacher recommendation.

### **AP Computer Science A**

**Credit 1** **10-12**

AP Computer Science A is equivalent to a first-semester, college-level CS1 course. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. In addition to college credit students have an opportunity to earn the Microsoft Technology Associate – Programming in Java CTE certification.

**PREREQUISITE:** *Successful completion of Algebra I & Geometry, Foundations of Programming or AP CSP, & Computer Science Teacher Approval*

### **Game/Simulations Foundations Honors**

**Credit 1** **11-12**

Game Simulations and Development is a Computer Science course focused specifically on the concepts, techniques, and processes associated with game design and object-orientated programming. Students in this course will learn to create with code and building exciting projects using the Unity software and C# language. Additionally, those enrolled in the course have an opportunity to earn the Unity Certified User: Programmer CTE certification.

**PREREQUISITE:** *Successful completion of either AP Computer Science Principles or AP Computer Science A and Computer Science teacher approval*

## Television Production



### **Television Production Sequence**

<b>TV Production 1</b>	<b>9-11</b>
<b>TV Production 2</b>	<b>10-12</b>
<b>TV Production 3 (Honors)</b>	<b>11-12</b>
<b>TV Production 4 (Honors)</b>	<b>12</b>
<b>TV Production 5 (Honors)</b>	<b>12</b>
<b>TV Production 6 (Honors)</b>	<b>12</b>
<b>TV Production 7 (Honors)</b>	<b>12</b>

### **TV Production 1**

**Credit 1** **9-12**

This course presents industry terminology, procedures and skills in staging sets, performing lighting activities for a production and operation of studio equipment.

### **TV Production 2**

**Credit 1** **10-12**

This course presents script interpretation, the functions of a production team, and careers in Television Production.

**PREREQUISITE:** *Television Production 1*

### **TV Production 3**

**Credit 1** **10-12**

This course presents communication, math, science, and computer skills related to the industry, as well as employability skills and entrepreneurship.

**PREREQUISITE:** *Television Production 1 and 2.*

### **TV Production 4**

**Credit 1** **11 -12**

This course presents audio production



## Course Descriptions 2025-2026

equipment and techniques and the use of special effects generators.

**PREREQUISITE:** *Television Production 1-3*

### **TV Production 5**

**Credit 1** **11-12**

This course presents script identification, video recording and editing, production equipment set up and use, operation of audio controls and electronic news gathering and field production.

**PREREQUISITE:** *Television Production 1-4*

### **TV Production 6**

**Credit 1** **12**

This course provides an opportunity for independent production in a specialty related to Television Production and computer skills related to Television Production.

### **TV Production 7**

**Credit 1** **12**

This course presents interpretation of broadcast style scripts, planning, writing, directing, editing and recording a production.

## **Digital Design (Digital Photo)**

### **Digital Design 1**

**Credit 1** **10-12**

This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.

### **Digital Design 2**

**Credit: 1** **11-12**

This course continues the development of entry-level skills required for careers in digital design.

The content includes computer skills; publishing Operations; layout design, and measurement activities; digital imaging; communication, collaboration, and decision-making activities; critical thinking and problem solving.

**PREREQUISITE:** Digital Design 1

### **Digital Design 3**

**Credit: 1** **11-12**

This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.

**PREREQUISITE:** Digital Design 2

## THEATER



### **Theater 1**

**Credit 1** **9-12**

The purpose of Theater 1 is to provide in-depth experiences in the study and practice of theatre arts and literature. The content should include, but not be limited to, the following: overview of the history of theatre and literature of the theatre; introduction to the fundamentals of theatre production, including scenery construction, costuming, lighting, and make up; and the fundamentals of acting.

**PREREQUISITE:** *None*

### **Theater 2**



## Course Descriptions 2025-2026

### **Credit 1**

**10-12**

The purpose of this course is to provide for the development of intermediate skills useful to the study and practice of theatre arts. The content should include, but not limited to, the following: reading and interpretation of dramatic literature; techniques and mechanics of acting; set, costume, and lighting design; stagecraft; character portrayal; production of plays and dramatic presentations.

**PREREQUISITE:** *One credit in theater.*

evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Theater 3 (Honors)**

#### **Credit 1**

**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 techniques used in various kinds of dramatic presentations; study of acting theories; and practice and theory in set design, makeup, and lighting.

**PREREQUISITE:** *Two credits in theater*

### **SPECIAL NOTE FOR THEATER STUDENTS**



*All theater courses require extra rehearsals and performances beyond the regular school day. Participation in performances, such as competitions, concerts, and plays are included in students' grades.*

### **Theater 4 (Honors)**

#### **Credit 1**

**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 performances.

**PREREQUISITE:** *Teacher recommendation and school guidelines*

*Honors credit is available for juniors and seniors in higher-level theater classes. In order to receive advanced credit, the student must meet all of the requirements of the regular course with added requirements of individualized performance, student leadership, student directing, and written assignments. The prerequisites include teacher approval, signed contract, and evidence of advanced theater competence through prior experiences in performance, leadership, and directing.*

*See the theater teacher for more information.*

### **Musical Theater 1-4**

#### **Credit 1**

**9-12**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the

## Course Descriptions 2025-2026

### LANGUAGE ARTS

#### **English 1**

##### **Credit 1**

**9**

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

#### **Pre-ACIE English Language (Honors)**

##### **Credit 1**

**9**

English 1 Honors promotes academic excellence in English language arts through enriched experiences in reading, writing, observing, speaking, listening, researching, and viewing. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, logical, and critical modes. All phases of the writing process (timed or untimed) are addressed: prewriting, drafting, editing, revising, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITE:** *Teacher consultation, school guidelines*

#### **English 2**

##### **Credit 1**

**10**

English 2 provides instruction in the language arts strands of reading, writing, speaking, listening viewing, language, and

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

#### **English 2 (Honors)**

##### **Credit 1**

**10**

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

**PREREQUISITE:** *One English credit, teacher consultation, school guidelines*

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### **English 3**

#### **Credit 1**

**11**

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

### **English 3 (Honors)**

#### **Credit 1**

**11**

English 3 Honors 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. All phases of the writing process are utilized where appropriate (prewriting, drafting, editing, revising, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects

of the course.

**PREREQUISITE:** *Two English credits and teacher consultation*

### **Advanced Placement (AP)**

#### **English Language / Composition**

#### **Credit 1**

**11**

AP English Language 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 must take the Advanced Placement Examination offered by the College Board.*

**PREREQUISITE:** Teacher recommendation, Level 4-5 Test scores, and successful completion of previous English Honors and/or AICE courses.

### **English 4**

#### **Credit 1**

**12**

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

### **English 4: FL College Prep**

#### **Credit 1**

**12**

This course defines what students should understand and be able to do by the end of

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

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### **English 4 (Honors)**

#### **Credit 1**

**12**

English 4 Honors promotes excellence in English language arts through enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written and oral analysis of major British literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, editing, revising, and

publishing). Students will also extend their speaking, listening, and observing skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.

**PREREQUISITE:** *Three English credits and teacher recommendation*

### **Advanced Placement (AP)**

#### **English Literature / Composition**

##### **Credit 1**

**12**

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Students explore representative works of significant literary merit, including novels, short fiction, poetry, and drama. Close reading and writing strategies focus on the experience and interpretation of literature in an effort to understand how writers use language to create both meaning and pleasure. Students will cultivate an appreciation for artistic expression and develop writing skills that are critical to success in higher education. Those who demonstrate mastery of the course content through the AP exam have an opportunity to earn up to six college credits.

*Students must take the Advanced Placement Examination offered by the College Board.*

##### **PREREQUISITE:**

Teacher recommendation, Level 4-5 Test scores, and successful completion of previous English Honors, AP and/or AICE courses.

## **LANGUAGE ARTS ELECTIVE CREDIT COURSES**

### **Developmental Language Arts through ESOL**

#### **Credit Multiple**

**9-12**

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and

## Course Descriptions 2025-2026

writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas. The content should include, but not be limited to, the following: vocabulary for formal and informal conversation; reading and writing skills; integrated communication skills for school and work.

### **Intensive Reading**

#### **Credit 1**

**9-12**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

### **Foundations of Journalism**

#### **Credit 1**

**9-12**

Journalism provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, feature stories, entertainment reviews, and cartoons. In addition to written work, students will receive instruction in the history and traditions of journalism, as well as workshop experiences in design, advertising, research, interviews, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included.

### **Journalism Honors (Local Honors)**

#### **Credit 1**

**Newspaper 2 (Local Honors) 10-12**

**Yearbook 2 (Local Honors) 10-12**

**Newspaper 3 (Local Honors) 11-12**

**Yearbook 3 (Local Honors) 11-12**

**Newspaper 4 (Local Honors) 12**

**Yearbook 4 (Local Honors) 12**

The purpose of Journalism Honors is the same as Journalism except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops and competitions.

**PREREQUISITE:** *Teacher consultation, completed contract*

### **Creative Writing**

#### **Credit 1**

**9-12**

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### **Debate 1 (Local Honors)**

#### **Credit 1**

**9-12**

The purpose of this course is to develop students' beginning awareness,

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understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of settings. Students must compete in after-school and/or weekend tournaments.

**SPECIAL NOTE:** Elective credit. Meets graduation requirements for Performing Fine Arts. BF/Gold Seal only. NCAA

**SPECIAL NOTE:** Student must participate in after-school and/or weekend tournaments.

### **Debate 2 (Local Honors)**

**Credit 1**

**10-12**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of settings. Students must compete in after-school and/or weekend tournaments.

**PREREQUISITE:** Teacher recommendation and successful completion of Debate 1.

**SPECIAL NOTE:** Elective credit. Meets graduation requirements for Performing Fine Arts. BF/Gold Seal only. NCAA

**SPECIAL NOTE:** Student must participate in after-school and/or weekend tournaments

### **Debate 3 (Honors)**

**Credit 1**

**11-12**

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

**PREREQUISITE:** Two credits in debate.

**SPECIAL NOTE:** Student must participate in after-school and/or weekend tournaments

### **Debate 4, 5, and 6 (Honors)**

**Credit 1**

**11-12**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Activities outside of school hours may be required.

**PREREQUISITE:** Three credits in debate.

**SPECIAL NOTE:** Student must participate in after-school and/or weekend tournaments

### **Creative Writing**

**Credit 1**

**9-12**

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## **JROTC**

### **Army: Leadership Education and Training 1 (JROTC)**

**Credit 1**

**9-12**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills to include leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communication techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles, and awareness of substance abuse and prevention are included. Basic first aid measures are additional content areas. An overview of the globe and geography along

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with basic map reading skills are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system.

### **Army: Leadership Education and Training 2**

#### **Credit 1**

**10-12**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concept of equal opportunity and fair treatment of minorities and prevention of sexual harassment. It provides instruction on leadership skills and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, physical fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

**PREREQUISITE:** *Instructor approval, leadership education and training I.*

### **Army: Leadership Education and Training 3**

#### **Credit 1**

**11-12**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as preventing

violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Physical fitness is emphasized. This course includes studies in the federal judicial system and how historical events have shaped social systems.

**PREREQUISITE:** *Instructor Approval, leadership education and training II*

### **Army: Leadership Education and Training 4**

#### **Credit 1**

**12**

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also discussed.

**PREREQUISITE:** *Instructor approval, leadership education and training III.*



## Course Descriptions 2025-2026

### MATHEMATICS



#### **Foundational Skills in Mathematics**

##### **Credit 1**

9

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

**Special Note:** this course counts for Elective Credit only.

#### **Algebra 1**

##### **Credit 1**

9-12

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

features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

**PREREQUISITE:** *Teacher consultation*

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

#### **Algebra 1 (Honors)**

##### **Credit 1**

9

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



## Course Descriptions 2025-2026

marginal and conditional relative frequencies in terms of a real-world context.

**PREREQUISITE:** *Teacher Consultation*

**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. Students completing this course will be required to take the State of Florida End-of Course Algebra Exam. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA.*

### Geometry

#### **Credit 1**

**9-12**

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

**PREREQUISITE:** *Algebra I or Algebra I Honors, Teacher consultation*

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

### Geometry (Honors)

#### **Credit 1**

**9-10**

In Geometry Honors, instructional time will emphasize the same five areas as Geometry

with the addition of the following standards:

(1) MA.912.GR.2.4: Determine symmetries of reflections, symmetries of rotation and symmetries of translation of a geometric figure. (2) MA.912.GR.2.7: Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations. (3) MA.912.GR.2.9: Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations. (4) MA.912.GR.5.4: Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons. (5) MA.912.GR.5.5: Given a point outside a circle, construct a line tangent to the circle that passes through the given point. (6) MA.912.GR.6.5: Apply transformations to prove that all circles are similar (7) MA.912.T.1.3: Apply the Law of Sines and the Law of Cosines to solve mathematical and real world problems involving triangles. (8) MA.912.T.1.4: Solve mathematical problems involving finding the area of a triangle given two sides and the included angle. (9) MA.912.LT.4.8: Construct proofs, including proofs by contradiction.

**PREREQUISITE:** *Algebra I or Algebra I Honors, Teacher consultation*

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

### Math for Data and Financial Literacy

#### **Credit 1**

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and

## Course Descriptions 2025-2026

accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

**PREREQUISITE:** *Teacher Consultation*

### **Algebra 2**

#### **Credit 1**

**9-12**

In Algebra 2, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; Secondary Mathematics 1/24/2022 AE (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

**PREREQUISITE:** *Algebra 1 or Algebra 1 Honors, Geometry or Geometry Honors and teacher consultation*

### **Math for College Liberal Arts**

#### **Credit 1**

**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:** *Teacher Consultation*

### **Algebra 2 (Honors)**

#### **Credit 1**

**9-11**

In Algebra 2 Honors, instructional time will emphasize the same five areas as Mathematics for Algebra 2 with the addition of the following standards: (1)

MA.912.AR.1.11: Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity. (2) MA.912.AR.6.2: Explain and apply the Remainder Theorem to solve mathematical and realworld problems. (3) MA.912.AR.9.10: Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context (4)

MA.912.AR.10.1: Given a mathematical or real-world context, write and solve problems involving arithmetic sequences (5) MA.912.AR.10.2: Given a mathematical or real-world context, write and solve problems involving geometric sequences. (6)

MA.912.DP.4.1: Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other event (7) MA.912.DP.4.2: Determine if events A and B are independent by calculating the product of their probabilities. (8)

MA.912.DP.4.3: Calculate the conditional probability of two events and interpret the result in terms of its context. (9)

MA.912.DP.4.4: Interpret the independence of two events using conditional probability.

(10) MA.912.DP.4.9: Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability. (11) MA.912.DP.4.10: Given a mathematical or real-world situation, calculate the appropriate permutation or combination (12) MA.912.F.1.1: Given an equation or graph that defines a function,

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determine the function type. Given an input-output table, determine a function type that could represent it. (13) MA.912.NSO.4.1: Given a mathematical or real-world context, represent and manipulate data using matrices. (14) MA.912.NSO.4.2: Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices. (15) MA.912.NSO.4.3: Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices. (16) MA.912.NSO.4.4: Solve mathematical and real-world problems using the inverse and determinant of matrices.

**PREREQUISITE:** *Algebra I Honors, Geometry Honors and teacher consultation*

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

### **Math for College Algebra**

#### **Credit 1**

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

**PREREQUISITE:** *Teacher Consultation*

### **Pre-AICE Math III**

#### **Credit 1**

**10-11**

The aims are to enable candidates to: develop their mathematical knowledge and

oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them; solve problems, present the solutions clearly, check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the abilities to reason logically, to classify, to generalize and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines.

**PREREQUISITE:** *Teacher Consultation*

### **Pre-Calculus (Honors)**

#### **Credit 1**

**10-12**

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to

## Course Descriptions 2025-2026

trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

**PREREQUISITE:** *Successful completion of Geometry or Geometry Honors and Algebra 2 Honors and Teacher consultation*

### **AP Pre-Calculus**

#### **Credit 1**

**10-12**

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science.

**PREREQUISITE:** *Successful completion of Geometry or Geometry Honors and*

### **Probability and Statistics Honors**

#### **Credit 1**

**12**

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

**PREREQUISITE:** *Algebra 2 or Integrated Mathematics 3 or Analysis of Functions and Teacher consultation*

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

### **Advanced Placement Statistics (AP)**

#### **Credit 1**

**12**

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include exploratory data (observing patterns and departing from data, planning a study, deciding what and how to measure), producing models using probability and simulation, and statistical inference.

*Students must take the Advanced Placement Examination offered by the College Board.*

**PREREQUISITE:** *Algebra 2 Honors and Teacher consultation*

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

### **Advanced Placement Calculus AB (AP)**

#### **Credit 1**

**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 elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. *Students must take the Advanced Placement Examination offered by the College Board.*

**PREREQUISITE:** *Pre-Calculus and teacher consultation*

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

### **Advanced Placement Calculus BC (AP)**

## Course Descriptions 2025-2026

### Credit 1

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

**PREREQUISITE:** AP Calculus AB, teacher consultation

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

### 11-12

instruments; ensemble performance techniques, including phrasing, articulation, blend, balance, and intonation; response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation techniques; evaluation and application of knowledge and musical form and history; analysis and evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and a listener; responsible participation in music activities; and importance of music in everyday life.

**PREREQUISITE:** Teacher consultation, school guidelines

### COLOR GUARD

<b>Color Guard 1</b>	<b>9</b>
<b>Color Guard 2</b>	<b>10</b>
<b>Color Guard 3</b>	<b>11</b>
<b>Color Guard 4</b>	<b>12</b>
<b>Credit 1 (Each)</b>	

Color Winter Guard 1 - 4 provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include music terminology, note values, rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup, and safety practices (warm up and cool down). Student performance standards will determine the levels (1-4) of assignment and achievement.

**PREREQUISITE:** Prior consultation with Band Director for participation in this course

**Special Note:** Will meet graduation requirements for Performing Fine Arts, Satisfies fine arts requirement. This course generally requires extra rehearsals and performances beyond the school day.

### CHORUS

<b>Chorus 1</b>	<b>9-12</b>
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## MUSIC



### BAND

<b>Band 1</b>	<b>9</b>
<b>Band 2</b>	<b>10</b>
<b>Band 3</b>	<b>11</b>
<b>Band 4</b>	<b>12</b>
<b>Band 5 (Honors)</b>	<b>11</b>
<b>Band 6 (Honors)</b>	<b>12</b>
<b>Credit 1 (Each)</b>	

Band provides students with instruction in the development of technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, and critical listening skills and aesthetic values. The content shall include, but not be limited to, the following: production of a characteristic tone on wind and percussion

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<b>Chorus 2</b>	<b>10-12</b>
<b>Chorus 3</b>	<b>11-12</b>
<b>Chorus 4</b>	<b>12</b>
<b>Chorus 5 (Honors)</b>	<b>11-12</b>
<b>Chorus 6 (Honors)</b>	<b>12</b>
<b>Credit 1 (Each)</b>	

Chorus provides students with instruction in the development of technical skills in the choral setting. Emphasis will be placed on the development of skills in reading music notation; music theory and composition; individual and ensemble performance techniques; analysis of form, style, and history included in the performance preparation of varied choral literature; and critical listening skills and aesthetic values. The content shall include, but not be limited to, the following: healthful and musically appropriate vocal tone production techniques; independent interpretation of varied choral literature; application of rhythmic and melodic notation and expressive markings in performance, composing, and improvising; analysis of musical form, varied style periods, and aesthetic perception; evaluation of musical performance as a performer and a listener; application of appropriate choral performance techniques; responsible participation in music activities; roles and influence of choral music and musicians in culture, society, and everyday life.

**PREREQUISITE:** *Teacher consultation, school guidelines*

### **GUITAR**

#### **Guitar 1-3**

#### **Guitar 4 (Honors)**

#### **Credit 1**

**9-12**

Guitar enables students to develop guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques. The content shall include, but not be limited to, the following:

performance of a variety of guitar literature using appropriate articulations, dynamics, phrasing, tempo, and style; use of proper posture, hand position, fingering, and technique; interpretation of melodic and rhythmic notation in a variety of key signatures and meters; composition, arrangement, and improvisation techniques; analysis and evaluation of individual and ensemble performance; responsible participation in music activities; roles and influence of guitar music and musicians in culture, society, and everyday life.

**PREREQUISITE:** *Teacher consultation*

### **KEYBOARD (PIANO)**

#### **Keyboard 1**

#### **Keyboard 2**

#### **Keyboard 3**

#### **Keyboard 4 (Honors)**

#### **Credit 1 Each**

**9-12**

Keyboard enables students to develop keyboard performance proficiency. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and, improvisation and composition techniques. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of key signatures and meters; use of proper posture, hand position, fingering, and technique; performance of a variety of keyboard literature using appropriate articulations, dynamics, phrasing, tempo, and style; composition, arrangement, and improvisation techniques; music theory and notation; analysis and evaluation of individual and ensemble performance; connections between keyboard music and other subject areas; roles and influence of keyboard music and pianists in history, culture, society, and everyday life.

**PREREQUISITE:** *None*

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

## Course Descriptions 2025-2026

### **Music Technology and Sound Engineering 1**

**Credit 1** **9-12**

This is an introductory course designed to explore the fundamentals of electronic, computer generated, and synthesized music. This course deals with cutting edge technology as well as a working knowledge of the development of modern electronics. Topics include fundamental acoustics, live sound production, computer music (notation, sequencing and accompaniment), multitrack recording, synthesizers and MIDI. Critical listening is also incorporated to identify multiple techniques of music production.

### **Music Technology and Sound Engineering 2**

**Credit 1** **10-12**

This course is designed for the career oriented music technology student. Advanced concepts are covered in the areas of acoustics, recording studio design, digital multitrack recording, computer music, digital audio editing and multimedia authoring. The focus of evaluation is project oriented, showing proficiency and manipulation of equipment.

**PREREQUISITE:** *Instructor's Approval and Music Tech. 1*

### **Music Technology and Sound Engineering 3 (Honors)**

**Credit 1** **10-12**

This course is designed for the career-oriented music technology student. Highly specialized concepts are covered in the areas of acoustics, recording studio design, digital multitrack recording, computer music, digital audio editing and multimedia authoring. The focus of evaluation is project oriented, showing proficiency and manipulation, construction, repair, programming and designing of equipment. Additional topics included: appropriate use and recording techniques of various

electronic and acoustic musical instruments; the physics of sound relative to sound reproduction and reinforcement applications; analysis and use of various musical styles; composition and arranging of various musical styles; career opportunities in electronic and computer-related music professions.

**PREREQUISITE:** *Instructor's Approval and Music Tech. 1 & 2*

### **Music Technology and Sound Engineering 4 (Honors)**

**Credit 1** **10-12**

Students refine and build on previous experience to identify their own creative voice through music technology and sound engineering, independently integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music of their own design. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**PREREQUISITE:** *Instructor's Approval and Music Tech 1-3*

### **Music Theory I**

**Credit 1** **9-12**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend,



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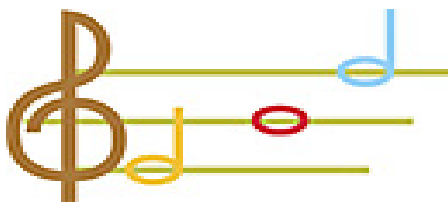
and assess learning in the classroom.

### **Music History/Pop Culture (Music of the World)**

**Credit 1**

**9-12**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.



#### ***SPECIAL NOTES FOR MUSIC STUDENTS***

*All music courses require extra rehearsals and performances beyond the regular school day.*

*Participation in performances, such as competitions and concerts, are included in students' grades.*

*Honors credit is available for juniors and seniors in Band, Chorus, and Orchestra. In order to receive the advanced credit, the student must meet all the requirements of the regular course, with added requirements of individualized performance, student leadership, musical evaluation, student conducting, and written assignments. The prerequisites include teacher approval, signed contract, and evidence*

*of advanced musical competence through prior experiences in solo evaluation, performance, student leadership, and ensemble conducting. See your music teacher for more information.*

## PHYSICAL EDUCATION

### **Health Opportunities through Physical Education (HOPE)**

**Credit 1**

**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, analyzation of skill fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol and other drug use and abuse – risk protective factors.

**PREREQUISITE:** *None*

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



### **Weight Training**

**Weight Training 1**

**Weight Training 2**

**Weight Training 3**

**Power Weight Training 1 (Football)**

**Credit 1 (Each)**

**10-12**



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Weight Training 1 provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Fitness Issues extends the knowledge of health-related fitness concepts, helps the student acquire knowledge about selected adolescent issues related to fitness and personal appearance and helps the student improve health-related fitness. Weight Training 2-3 will extend the knowledge of soccer and further develop skills.

### **PREREQUISITE:**

*Weight Training 1 HOPE or PE Grad. Requirement met*

*Weight Training 2 Weight Training 1 and Teacher Rec.*

*Weight Training 3 Weight 2 and Teacher Rec.*

*Power Weight Training 1: Football Coach or AD Recommendation*

### **Team Sports**

#### **Credit 1.0**

**10-12**

Team Sports provides students with opportunities to acquire knowledge of strategies of team sports play, develop skill in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports, which may include, but not be limited to, basketball, flag football, flickerball, gatorball, soccer, softball, speedball, track and field, and volleyball.

**PREREQUISITE:** *HOPE or P.E. Grad. Requirement met*

### **Basketball**

#### **Basketball 1**

#### **Basketball 2**

#### **Credit 1**

**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 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:** *HOPE or P.E. Grad Requirement met*

### **Aerobics**

#### **Aerobics 1 & 2**

#### **Aerobics 3**

#### **Credit 1**

**10-12**

Aerobics provides students with opportunities to acquire knowledge of dance and aerobic activities in order to improve their personal fitness and promote the health related components of fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices.

### **Soccer**

#### **Credit 1**

**10-12**

Soccer provides students with opportunities to acquire knowledge and skills in soccer that may be used in recreational pursuits today, as well as in later life, and 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 soccer, and knowledge of the organization and administration of soccer activities.

## **SCIENCE**

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### **Environmental Science (Regular & Honors)**

#### **Credit 1**

**9**

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

**PREREQUISITE:** *Regular-FSA score of 1 or 2 (or D/F in 8th grade science)*

*Honors-FSA score of 3 (or C/B in 8th grade science)*

### **Biology I**

#### **Credit 1**

**10-12**

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

**PREREQUISITE:** *Environmental Science*

### **Biology I (Honors)**

#### **Credit 1**

**9-11**

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

**PREREQUISITE:** *Current enrollment in Algebra 1 or higher. FSA Score of 4/5 (or A in 8th grade science)*

### **Biology II (Honors)**

#### **Credit 1**

**10-11**

Biology II Honors will provide opportunities to students to continue to expand the biological concepts introduced in prerequisite courses. Topics will include but not be limited to: properties of life, research into current scientific problems and techniques, populations dynamics, species continuity and molecular genetics, comparative plant, animal morphology and physiology, cellular respiration, and careers in biological science. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course. The Common Core State Standards (CCSS) for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and provide

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extensive research and writing opportunities, while the mathematical practices focus on applying critical thinking and logical reasoning skills.

**PREREQUISITE:** *Completion of Biology I Honors*

**SPECIAL NOTE:** *NCAA*

### **Chemistry I**

**Credit 1**

**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, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course.

**PREREQUISITE:** *Completion of Algebra 1 and Biology, enrollment in Geometry or higher.*

### **Chemistry I (Honors)**

**Credit 1**

**10-12**

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

**PREREQUISITE:** *Completion of Biology I Honors. Enrollment in Algebra 2 or higher, teacher recommendation*

### **Marine Science I**

**Credit 1**

**10-12**

This course provides an overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include but not limited to the ocean's present and potential resources, marine biology interactions with technology and society, the interrelationships between organisms and the ocean environment, changes in ecosystems and large-scale environmental impacts resulting from human activity. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

**PREREQUISITE:** *Successful completion of Biology and Chemistry*

### **Marine Science I (Honors)**

**Credit 1**

**10-12**

The purpose of this course is to provide an advanced overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of the ocean. Topics will include the ocean's present and potential resources, marine biology interactions with technology and society, and interrelationships between man and the ocean environment. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of this course.

**PREREQUISITE:** *A or B in Biology I Honors and Chemistry Honors*

### **Anatomy and Physiology (Honors)**

**Credit 1**

**10-12**

Anatomy and Physiology Honors will provide students with general exploratory and advanced activities in structures and functions of the components of the human

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body. Topics will include, but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance. Laboratory activities, which include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of this course.  
**PREREQUISITE:** *A or B in Biology I Honors and Chemistry I or Honors.*

### Physics I

#### **Credit 1**

**10-12**

Physics I will provide opportunities to student for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topic 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. The Common Core State Standards (CCSS) for literacy are infused through instructional practices that ensure reading from a wide range of informational texts and provide extensive research and writing opportunities, while the mathematical practices focus on applying critical thinking and logical reasoning skills.

**SPECIAL NOTE:** *NCAA*

### Physics I (Honors)

#### **Credit 1**

**11-12**

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, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an

integral part of this course.

**PREREQUISITE:** *Geometry Honors with an A or B.*

**COREQUISITE:** *Enrollment in Algebra 2 Honors or higher.*

### Advance Placement Physics 1

#### **Credit 1**

**10-12**

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

**PREREQUISITE:** *Successful completion of Biology Honors, Chemistry Honors, Physics Honors, Algebra 2 Honors with a B or higher and teacher recommendation.*

**SPECIAL NOTES:** *SUS/BF, NCAA*

### Advanced Placement Environmental Science (AP)

#### **Credit 1**

**11-12**

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

**PREREQUISITE:** *A or B in Biology I Honors, Chemistry I completed, teacher recommendation*

### Advanced Placement Biology (AP)

## Course Descriptions 2025-2026

### **Credit 1**

**11-12**

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

**PREREQUISITE:** *A or B in Biology I, Chemistry I Honors completed, teacher recommendation*

**COREQUISITE:** *Anatomy & Physiology recommended*

### **Advanced Placement Chemistry (AP)**

#### **Credit 1**

**11-12**

AP 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, which include the use of the scientific method, measurement, laboratory apparatus, and safety, are an integral part of this course. *Students must take the Advanced Placement Chemistry exam.*

**PREREQUISITE:** *A or B in Chemistry I Honors, completion of Algebra II*

**COREQUISITE:** *Analysis of Functions or higher, teacher recommendation*

### **Astronomy (Honors)**

#### **Credit 1**

**11-12**

While the content focus of this course is consistent with the Astronomy Solar/Galactic course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

**PREREQUISITE:** *Biology*

### **Forensic Science (Local Honors)**

#### **Credit 1**

**11-12**

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

**PREREQUISITE:** *Biology*

## **SOCIAL STUDIES**

### **Personal Financial Literacy**

#### **Credit .5**

**9-12**

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and

## Course Descriptions 2025-2026

knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Content should include, but not be limited to: cost/Benefit analysis of economic decisions, earning an income, understanding state and federal taxes, utilizing banking and financial services, balancing a checkbook and managing a bank account, savings, investment and planning for retirement, understanding loans and borrowing money, including predatory lending and payday loans, understanding interest, credit card debt and online commerce, how to prevent identify fraud and theft, rights and responsibilities of renting or buying a home, understanding and planning for major financial purchases, understanding the costs and benefits of insurance, understanding the financial impact and consequence of gambling, avoiding and filing bankruptcy, reducing tax liability.

**NOTE: REQUIRED FOR GRADUATION BEGINNING CLASS OF 2025 AND BEYOND**

### **Advanced Placement Human Geography (AP)**

**Credit 1**

**9-12**

AP Human Geography, an elective, will emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth century Europe. The course introduces students to the importance of spatial organization-the location of places, people, and events, and the connections among people and landscapes - in the understanding of human life on Earth. Content will include, but not be limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena. Course outline will adhere to

guidelines of The College Board. *Students must take the AP Human Geography exam.*

**PREREQUISITE:** *Enrolled in AP or Honors English, an A or B in previous Honors Social Studies courses and Social Studies teacher consultation*

### **World History**

**Credit 1**

**9**

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 pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies.

**PREREQUISITE:** *Social Studies teacher consultation*

### **World History (Honors)**

**Credit 1**

**9**

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.

**PREREQUISITE:** *Social Studies teacher consultation, school guidelines*

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### Advanced Placement World History

#### **Credit 1**

**9**

The AP World History course offers motivated students the opportunity to immerse themselves in the process that, overtime, 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 1000AD to the present with careful preparation in terms of pervious developments known as the Foundations segment. The themes include:

- Impact of interaction among major societies
- The relationship of change and continuity
- Impact of technology and demography on people and environment
- Systems of social structure and gender structure
- Cultural and intellectual developments
- Changes in functions and structures of states and in attitudes toward states and political identities

*Students must take Advanced Placement World History Exam*

**PREREQUISITE:** *A or B in previous Honors Social Studies and English I courses and Social Studies teacher consultation*

### United States History

#### **Credit 1**

**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.

**PREREQUISITE:** *Social Studies teacher consultation*

### United States History (Honors)

#### **Credit 1**

**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.

**PREREQUISITE:** *Social Studies teacher consultation*



### AP United States History (AP)

#### **Credit 1**

**11**

AP United States History will provide students with the opportunity to develop the



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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. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. *Students must take the Advanced Placement United States History exam.*

**PREREQUISITE:** *Enrolled in AP or Honors English, an A or B in previous Honors Social Studies courses and Social Studies teacher consultation*

### **American Government**

**Credit .50**

**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. This course is paired with a semester of Economics.

**PREREQUISITE:** *Social Studies teacher consultation*

### **American Government (Honors)**

**Credit .50**

**12**

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

**PREREQUISITE:** *Social Studies teacher consultation*

### **Advanced Placement United States Government (AP)**

**Credit .50**

**12**

AP Government and Politics: United States 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



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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 must take the Advanced Placement Government exam* This course is paired with a semester of Honors Economics.

**PREREQUISITE:** *Enrolled in AP or Honors English, an A or B in previous Honors Social Studies courses and Social Studies teacher consultation*

### **Economics**

**Credit .50**

**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, comparative advantage, division of labor, interdependence, how markets work, savings and investment, specialization, 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. This course is paired with a semester of American Government.

**PREREQUISITE:** *Social Studies teacher consultation*

### **Economics (Honors)**

**Credit .50**

**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. This course is paired with a semester of Honors American Government or a semester of AP American Government.

**PREREQUISITE:** *Social Studies teacher consultation*

## **SOCIAL STUDIES ELECTIVE COURSES**

### **Personal Financial Literacy**

**Credit .5**

**10**

This course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies

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and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. Content should include, but not be limited to: cost/Benefit analysis of economic decisions, earning an income, understanding state and federal taxes, utilizing banking and financial services, balancing a checkbook and managing a bank account, savings, investment and planning for retirement, understanding loans and borrowing money, including predatory lending and payday loans, understanding interest, credit card debt and online commerce, how to prevent identify fraud and theft, rights and responsibilities of renting or buying a home, understanding and planning for major financial purchases, understanding the costs and benefits of insurance, understanding the financial impact and consequence of gambling, avoiding and filing bankruptcy, reducing tax liability.

**NOTE: REQUIRED FOR  
GRADUATION BEGINNING CLASS  
OF 2025 AND BEYOND**

### **Business & Entrepreneurship**

**Credit .5**

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes entrepreneur concepts, basic supervision and management activities, portfolio development activities,

and workforce development skills evaluation activities. After successful completion of Promotional Design Management, the student will be able to manage small production runs of imprinted merchandise in unpredictable situations.

### **Philosophy Honors**

**Credit .5**

**10**

The Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

### **The American Economic Experience (Honors)**

**Credit .5**

**10**

The American Economic Experience consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

### **African-American History (Honors)**

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### **Credit .5**

**10-12**

This course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include but is not limited to West African heritage, the Middle Passage and triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history and contemporary African-American affairs.

### **Women's Studies (Local Honors)**

#### **Credit .5**

**10-12**

The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

### **History of the Holocaust (Honors)**

#### **Credit .5**

**10-12**

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

### **Latin American Studies (Honors)**

#### **Credit .5**

**10-12**

The primary content emphasis for this course pertains to the student of the development of the Latin American identity,

along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions.

### **Psychology (Local Honors)**

#### **Psychology 1**

#### **Psychology 2**

#### **Credit .5 each**

**10-12**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The Common Core State Standards for Literacy in History/Social Studies are included in this course. The content should include, but is not limited to, the following: major theories and orientations of psychology: psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, mental health  
**PREREQUISITE:** None

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

### **AP Psychology (AP)**

#### **Credit 1**

**10-12**

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AP 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 psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. Students will 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 must take the Advanced Placement Psychology exam.*

**PREREQUISITE:** *Enrolled in AP or Honors English, an A or B in previous Honors Social Studies courses and Social Studies teacher consultation*



### **International Relations (Local Honors)**

**Credit 1**

**10-12**

International Relations Honors, an elective, will help students develop skills for problem solving in international relations. Content will include, but not be limited to, the origins of the nation-state system, the role of power politics in the nuclear age, analysis of factors that influence relations between nations such as world population growth,

food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology. In addition, an analysis of how governments conduct foreign policy as well as the role that international organizations play in promoting world peace will be included. Model United Nations Program will be incorporated into the course.

**PREREQUISITE:** *Social Studies teacher consultation*

### **AP Macroeconomics (AP)**

**Credit .5**

**11-12**

This course is designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered,

### **AP Microeconomics (AP)**

**Credit .5**

**11-12**

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students'

## Course Descriptions 2025-2026

familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### WORLD LANGUAGES

#### **Modern World Languages 1**

##### **Spanish 1**

##### **Credit 1**

**9-11**

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

**PREREQUISITE:** *50% or higher reading level and English teacher consultation*

#### **Modern World Languages 2**

##### **Spanish 2**

##### **Credit 1**

**9-12**

Modern World Languages 2 reinforces the fundamental skills acquired by the students in Modern World Languages 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 Languages 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**PREREQUISITE:** *Modern World Languages 1 or mastery of Student Performance Standards corresponding to Modern World Languages 1 and teacher*

*consultation*

#### **Modern World Languages 3 (Honors)**

##### **Spanish 3**

##### **Credit 1**

**9-12**

Modern World Languages 3 provides mastery and expansion of skills acquired by the students in Modern World Languages 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Student's acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people. At least 50% of the course is conducted in the targeted language.

**PREREQUISITE:** *Modern World Languages 2 or mastery of Student Performance Standards corresponding to Modern World Languages 2 and teacher consultation.*

#### **Modern World Languages 4 (Honors)**

##### **Spanish 4**

##### **Credit 1**

**9-12**

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

**PREREQUISITE:** *Modern World Languages 3 or mastery of Student Performance Standards corresponding to Modern World Languages 3 and teacher consultation.*

#### **Advanced Placement (AP)**

##### **Modern World Languages**

##### **Spanish Language**

**11-12**

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### **Spanish Literature**

**11-12**

#### **Credit 1 (Each)**

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

**PREREQUISITE:** *Modern World Languages IV or mastery of Student Performance Standards corresponding to Modern World Language IV and teacher consultation*

### **Spanish for Spanish Speakers 2**

#### **Credit 1**

**9-12**

This course reinforces the development of oral and written communication and the study of the lives and contributions of well-known twentieth century Spanish and Hispanic American historical figures, writers, artists, and musicians, as reflected in letters, speeches, and biographies. Included in this course is practice in descriptions of story characters, real persons, animals, and natural phenomena, as well as memorization of facts and ideas.

**PREREQUISITE:** *Spanish for Spanish Speakers 1 or mastery of Performance Standards verified by placement test and teacher consultation*

## **SPECIAL PROGRAMS**

### **Student Government (Local Honors)**

#### **Student Government 1**

**9-12**

#### **Student Government 2**

**10-12**

#### **Student Government 3**

**11-12**

#### **Student Government 4**

**12**

#### **Credit 1 (Each)**

Student Government teaches organizational and leadership techniques to student leaders. Focus is on learning skills necessary to lead groups into achieving specified goals and

objectives. Special projects and school-wide issues are used to provide field experiences for student leaders to develop their leadership skills. Leadership styles are explored so that students can find the techniques that work best for them. Exceptional leaders of the present and past are studied as role models.

**PREREQUISITE:** *Student Government teacher approval*

### **Latinos in Action (Local Honors)**

#### **Latinos in Action 1**

#### **Latinos in Action 2**

#### **Latinos in Action 3**

#### **Credit 1**

**9-12**

This program focuses on providing students with increased opportunities for educational, service, cultural and leadership experiences, while empowering them to complete their high school education and attend a college or university after graduation. The course includes: high-quality classroom instruction on college readiness, personal development, biculturalism and professionalism; literacy tutoring opportunities at feeder elementary and middle schools; exploration of cultural heritage through literary and performing arts; and leadership opportunities through student-led service, social and professional committees

**PREREQUISITE:** *Instructor approval*

### **Peer Counseling**

#### **Peer Counseling 1/2**

#### **Peer Counseling 3/4**

#### **Peer Counseling 5/Peers as Partners**

#### **Credit 1**

**10-12**

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. The content should include the following: Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).

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Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact on subsequent decision-making on self and others. Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter recognition, development, security, identity) and the ways in which they can be met while developing group cohesion. Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, non-judgmental response). Identify own feelings and needs and communicate them in a positive way. Demonstrate awareness of leadership styles (e.g. authoritarian, democratic, permissive). Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement).

**PREREQUISITE:** *Instructor approval*

### **Learning Strategies**

#### **Credit 1**

**9-12**

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

**PREREQUISITE:** IEP and ESE approval.



