

Western High School

2009-2010
Graduation Requirements
&
Course Offerings Guide
Grades 9 - 12



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Scott Fiske, Principal



Broward County Public Schools

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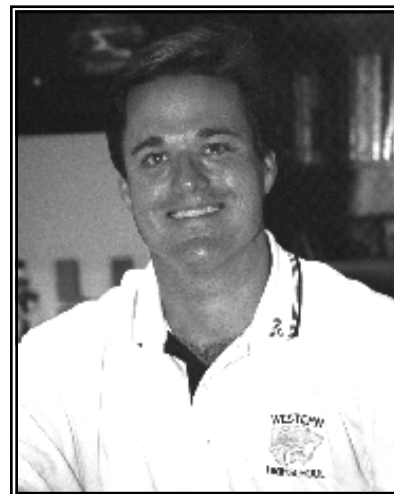
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"The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation."

Principal's Message

Dear Students and Parents:

Western High School is in constant pursuit of expanding its scope of educational excellence. We believe that a quality educational experience is built on a foundation of academic and character development. At Western we expect all students to challenge themselves academically by selecting the most rigorous academic courses available. We also expect that they will spend equally as much time developing their character. Personal qualities such as respect, honesty, integrity, and responsibility far better define a person than a listing of courses on a transcript. At Western, we believe in educating not only the mind but the person as well. It is with these principles in mind that this curriculum guide has been developed.



Course selection is an important decision which should be made only after considering your ability, future academic and career goals, and your personal interests. As part of the course selection process you should carefully plan for all of your remaining years of high school. Doing this will enable you to have a clearly defined course of study. Students should consult with their parents, teachers, and guidance counselors to make the most informed and appropriate decisions.

Western's faculty and staff work diligently each day to provide a high quality education for all students. We are constantly developing and improving our educational programs to meet the changing needs of our students. The students are our first priority and we will make every effort to assist them in their personal pursuit of educational excellence.

Sincerely,

Scott Fiske, Principal

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See Western's Course Catalog
On the Internet!

www.westernhigh.org

SCHOOL INFORMATION

LEADERSHIP TEAM

ADMINISTRATION

Scott Fiske, Principal

Denise Jones, Assistant Principal
Michelle Kefford, Assistant Principal
Gina Montagnino, Assistant Principal
David Olafson, Assistant Principal
Carlos Rodriguez, Assistant Principal
Michael Works, Assistant Principal

GUIDANCE DEPARTMENT

Dierdre S. Wilson, Guidance Director

Jamie Burgs, Guidance Counselor
Charles Hansley, Guidance Counselor
Susan Jacobs, Guidance Counselor
Eric Knight, Guidance Counselor
Madeline Molinet, Guidance Counselor
Denise Rakestraw, Guidance Data Specialist
Lisa Solovay, B.R.A.C.E. Advisor
Pamela Nolan, Service Learning Coordinator

DEPARTMENT CHAIRPERSONS

(2008-09; these may change for 2009-10)

Rebecca Hahn, Art
Ida Gaudet, English
Pam Devine, ESE Specialist
Yvonne Costas, Foreign Language
Colonel Brown, JROTC
Linda Morrell, Math
John Bua, Media Specialist
Jeremy Herring, Physical Education/Health
Colleen Borden, Reading
Charlie Morgan, Science
Valorie Simon, Social Studies
Don Terry, Vocational/Technical

SUPPORT STAFF

Melissa Alford, Office Manager

Cristina Gonzalez, Front Office
Joann Lenz, Front Office
Bonnie Jenkin, Student Affairs
Maria Morrina, Student Affairs
Liset Serraino, 9th/10th Grade
Addie Miller, Guidance
Sheri Werbin, Guidance
Ada Cruz, Registrar
Susan Hughes, Data Processor
Robbie Sumby, Bookkeeper
Bridgette Vasquez, Budgetkeeper
Julie Bell, Attendance
Tina Bajger, ESE
Linda Johnson, Media
Marie Sherwin, Media

DIPLOMA OPTIONS

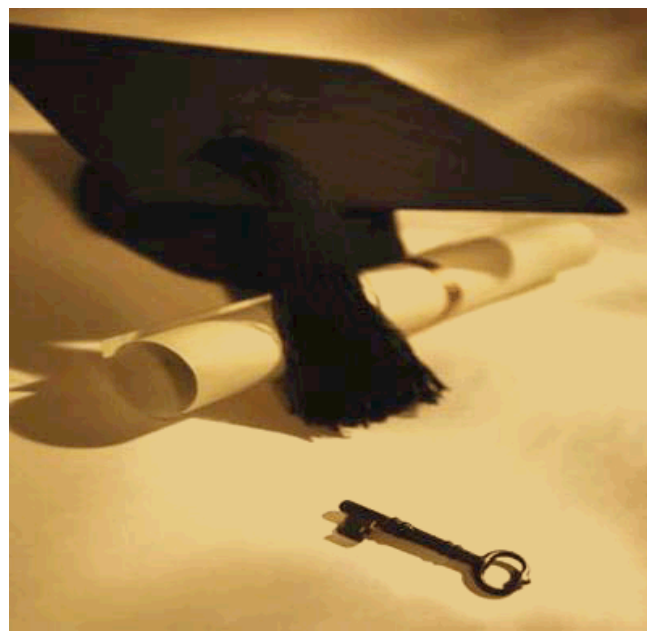
Florida law provides incoming 9th grade students the right to choose a diploma option:

- 4-year (24 credit) standard high school diploma
- 3-year (18 credit) career preparatory diploma
- 3-year (18 credit) college preparatory diploma

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

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

The following charts display the requirements for each type of diploma. This information is current as of November 2008 and may be subject to change dependent upon new legislation.



STUDENTS ENTERING GRADE NINE IN THE 2007-2008 OR 2008-2009 SCHOOL YEAR

SUBJECT AREA	Traditional 24-Credit Program	Three-Year 18-Credit College Preparatory Program	Three-Year 18 Credit Career Preparatory Program
English	4 credits with major concentration in Composition, Reading for Information and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in Natural Science, two of which must have a lab requirement	3 credits in Natural Science, two of which must have a lab requirement	3 credits in Natural Science, two of which must have a lab requirement
Social Studies	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts	1 credit in Fine Arts	Not required	Not required
Physical Education	1 credit in Physical Education to include integration of health	Not required	Not required
Majors, Minors, or Electives	8 credits 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interests (3 credits), individual elective courses, intensive reading or mathematics intervention courses	3 credits	3 credits in a single vocational/career education program AND 2 elective credits OR 3 credits in career/technical certificate dual enrollment courses AND 2 elective credits OR 5 credits in vocational/career education courses, including 3 credits in one sequential career and technical education program
TOTAL	24 credits	18 credits	18 credits
State Assessment*	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT/ SAT)	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT/SAT)	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT/SAT)
Computer Competency	Completion of one course in grades 6-12 or demonstration of competency computer checklist	Not required	Not required
Minimum Cumulative GPA	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.0 on a 4.0 scale in the course required for the college preparatory program and earn at least 3.0 points or its equivalent in each of the 18 required credits.	Earn a cumulative GPA of 3.0 on a 4.0 scale in the course required for the college preparatory program and earn at least 3.0 points or its equivalent in each of the 18 required credits.
Service Learning	40 hours required	Not required	Not required

1 All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table at <http://nwrdc.fsu.edu/fnbpcm02> or see high school counselor for assistance. At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

2 See high school counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are: Algebra I; Algebra I Honors; Algebra Ia and Ib; Applied Mathematics I and II, Integrated Mathematics I and II; and Pre-AICE Math. Pacesetter Mathematics I is not available to students entering grade 9 in 2008-2009.

3 Students seeking admission to a SUS institution must complete an additional mathematics academic unit of Algebra I or higher (bringing the mathematics requirements to 4 units)[Rule 6.002, B.O.G.].

4 For more information on meeting the Physical Education requirement, please visit http://info.fldoe.org/docushare/dsweb/Get/Document_4461/K12_2007_103.pdf or see high school counselor.

5 Students may revise major areas of interest each year as part of their annual course registration process.

6 Students must earn passing scores on the Grade 10 FCAT in Mathematics and Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT). Please visit <http://fcit.fldoe.org/pdf/fcatpass.pdf> for additional information on state assessment requirements.

7 Students in grades 6-8 who take any high school-level course(s) for high school credit and earn a grade of "C", "D", or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

STUDENTS ENTERING GRADE NINE IN THE 2006-2007 SCHOOL YEAR

Noted differences when compared to the 2007-2008 requirements for the 24-credit/4-year program include:

- Mathematics – three credits required for 06-07, four required for 07-08
- Life Management Skills – no longer required for 07-08
- Physical Education – for 07-08, must include health information and is no longer defined as .5 credit in Personal Fitness and a .5 credit in a Physical Education elective
- Electives – for 07-08 and thereafter, four credits in a Major Area of Interest and four general electives (which may be a second MAI, a minor area of interest [three credits], elective courses, or intensive reading or mathematics intervention courses).

SUBJECT AREA	Traditional 24-Credit Program	Three-Year 18-Credit College Preparatory Program ¹	Three-Year 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent ²	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics
Foreign Language	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts	1 credit Practical Arts Career/Technical education or Exploratory Career Education <i>or</i> 1 credit Performing Fine Arts <i>or</i> .5 credit in Practical Arts and .5 credit in Performing Fine Arts	Not required	3 credits in single vocational/career education program <i>or</i> 3 credits in single career/technical certificate dual enrollment <i>or</i> 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management	.5 credit	Not required	Not required
Physical Education	1 credit, including .5 credit Personal Fitness and .5 credit Physical Education elective ³	Not required	Not required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
TOTAL	24 credits	18 credits	18 credits
State Assessment ⁴	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Computer Competency	Completion of one course in grades 6-12 or demonstration of competency on a computer test.	Not required	Not required
Minimum Cumulative GPA	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
Service Learning	40 hours required	Not required	Not required

¹ All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table at <http://nwrhc.fsu.edu/fnbpcm02> or see high school counselor for assistance. At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

² See high school counselor for Algebra I equivalents.

³ See high school counselor for Physical Education electives.

⁴ Students must earn passing scores on the Grade 10 FCAT in mathematics and reading (or scores that are concordant with the passing scores on the Grade 10 FCAT). Please visit <http://fcats.fldoe.org/pdf/fcatpass.pdf> for additional information on state assessment requirements.

STUDENTS ENTERING GRADE NINE IN THE 2005-2006 SCHOOL YEAR

Noted differences when compared to the 2006-2007 requirements for a three-year, 18-credit accelerated program include:

- The student is no longer required to achieve a Level 3 score or higher on the FCAT in Reading, Mathematics, and Writing in order to choose a three-year, 18-credit program;
- "Honors" was deleted as a category of courses and is no longer a requirement; and
- Students must earn a cumulative weighted GPA of 3.5, instead of a 3.0 on a 4.0 scale for the college preparatory program.

SUBJECT AREA	Traditional 24-Credit Program	Three-Year 18-Credit College Preparatory Program ^{1 2}	Three-Year 18 Credit Career Preparatory Program ²
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent ³	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ³
Science	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component	3 credits in Natural Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics	1 credit World History 1 credit American History .5 credit American Govt. .5 credit Economics
Foreign Language	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts	1 credit Practical Arts Career/ Technical Education or Exploratory Career Education <i>or</i> 1 credit Performing Fine Arts <i>or</i> .5 credit in Practical Arts and .5 credit in Performing Fine Arts	Not required	3 credits in single vocational/career education program <i>or</i> 3 credits in single career/technical certificate dual enrollment <i>or</i> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Life Management	.5 credit	Not required	Not required
Physical Education	1 credit, including .5 credit Personal Fitness and .5 credit Physical Education elective ⁴	Not required	Not required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
TOTAL	24 credits	18 credits	18 credits
State Assessment*	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)
Computer Competency	Completion of one course in grades 6-12 or demonstration of competency on a computer test.	Not required	Not required
Minimum Cumulative GPA	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
Service Learning	40 hours required	Not required	Not required

¹ All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table at <http://nwrdc.fsu.edu/fnbpcm02> or see school counselor for assistance. At least six of the 18 credits must be completed in courses that include honors, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

² Students who chose a three-year program prior to July 1, 2004, must meet with their school counselor for information regarding graduation requirements.

³ See high school counselor for Algebra I equivalents.

⁴ See high school counselor for Physical Education electives.

GENERAL INFORMATION

ADDITIONAL 18-CREDIT DIPLOMA OPTION INFORMATION

Prior to a student selecting a college preparatory program or a career preparatory program, the following requirements must be met:

- The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option; and
- The student must receive the written consent of his/her parent.

Selection of one of the graduation options must be completed by the student prior to the end of ninth grade, subject to the requirements as stated above. The deadline shall be extended to the end of a student's first semester of tenth grade for a student who entered a Florida public school after ninth grade, upon transfer from a private school or another state, or who was prevented from choosing a graduation option due to illness during the ninth grade. If the student and parent fail to select a graduation option, the student will be assigned the 24_credit graduation program.

A student who selected one of the accelerated three-year graduation options shall automatically be assigned to the 24-credit program if the student:

- Exercises his or her right to change to the four-year program;
- Fails to earn five credits by the end of ninth grade or fails to earn 11 credits by the end of tenth grade; and
- Does not achieve a score of three or higher on the Grade 10 FCAT writing assessment; or
- Does not meet requirements of the 18-credit option by the end of eleventh grade.

DIPLOMA DESIGNATIONS

By 2008-2009 school year, each standard high school diploma shall include, as applicable:

- A designation for Major Area of Interest;
- A designation reflecting completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment;
- A designation reflecting career education certification; and
- A designation reflecting a Florida Ready to Work Credential.

GRADING DETERMINATION

At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both nine week grading periods with the points earned on the semester examination. (i.e., 9 weeks points + 9 weeks points + exam points = total points for semester grades)



The point values assigned to the letter grades are as follows:

Grade	9-Weeks Points	Semester Exam Points	Total Points for Semester Grades
A	12.0	8.0	28.00 or greater
B+	9.3	6.2	24.50 – 27.99
B	9.0	6.0	20.00 – 24.49
C+	6.3	4.2	16.50 – 19.99
C	6.0	4.0	12.00 – 16.49
D+	3.3	2.2	8.50 – 11.99
D	3.0	2.0	5.00 – 8.49
F	0	0	Less than 5.00
I	0	0	N/A

To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

- Both nine-week grading periods, or
- One nine-week grading period and the semester examination.

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

Numeric Grade	Letter Grade	Quality Points
90 – 100	A	4.0
87 – 89	B+	3.5
80 – 86	B	3.0
77 – 79	C+	2.5
70 – 76	C	2.0
67 – 69	D+	1.5
60 – 66	D	1.0
0 – 59	F	0
Incomplete	I	0

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades will not be used for meeting the graduation requirements, determining athletic eligibility, nor recognized by the Bright Futures Scholarship Program or Florida State University system.

WEIGHTED QUALITY POINTS

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

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

HIGH SCHOOL COURSES IN MIDDLE SCHOOL

Grades earned in high school courses taken during middle school will not be calculated into the District's Weighted Grade Point Average (GPA) used for class ranking. **Class rank will only include grades earned after promotion from 8th to 9th grade.**

***Please note:** The grades earned in high school courses during middle school will still count toward ALL other important GPAs, including but not limited to:

- State of Florida's Unweighted GPA
 - This GPA is used for high school graduation.
- Bright Futures Scholarships
 - These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- State University System admissions
 - There are 11 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- Florida High School Athletic Association eligibility
 - The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- Extracurricular activity eligibility
 - In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- NCAA Clearinghouse eligibility
 - The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- Core course GPA
 - Core courses are academic courses (e.g., English, Math, Science, Social Studies, and Foreign Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic "core" courses when they recalculate student GPA's.

FORGIVENESS POLICY

High School Grade Forgiveness Policy

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

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

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course.

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

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

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course.

A district forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of:

- C or the grade equivalent 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course.

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

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

PROMOTION CLASSIFICATION

To be promoted to the next grade level, the following requirement must be met:

- Grade 9.....Promotion from Grade 8**
- Grade 10.....5 Credits or More**
- Grade 11.....11 Credits or More**
- Grade 12.....17 Credits or More**

ADVANCED PLACEMENT PROGRAM

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

Advanced Placement courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam.

HONORS PROGRAM

Honors courses are also offered in most subjects for students wishing to pursue a more rigorous course of study at Western High School. Placement in the Honors courses is based upon many factors including but not limited to previous academic record, teacher recommendation/approval, and standardized test results. All students are strongly encouraged to challenge themselves by attempting Honors level courses.

EXCEPTIONAL STUDENT EDUCATION

The Exceptional Student Education Program at Western High School is fully implemented in accordance with Broward County District Procedures. Parents, teachers, and support staff members work cooperatively and closely with the ESE Specialist and school psychologist to provide proper placement and develop an Individual Education Plan (IEP). Eligibility for the ESE Program is based on county and state requirements.

ESE non-equivalent courses are designed to meet the needs of students enrolled in regular high schools who may not be able to

meet traditional requirements for high school graduation. Credits earned in these courses may be used to meet the graduation requirements for a special diploma or toward elective credits for a standard high school diploma.

Most importantly, course accommodations for exceptional students are available based upon student need in both regular and exceptional student courses.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the ESOL program are required to meet the same curriculum standards as any other student in English and content area instruction. Teachers provide comprehensible instruction to Limited English Proficient (LEP) students through the use of ESOL instructional strategies. The Guidance Department and ESOL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ESOL students. Please contact Ms. Stephanik with any concerns regarding the ESOL program at Western High School.

CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

Cluster	
Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
Education & Training	Planning, managing and providing education and training services, and related learning support services.
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
Health	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
Law, Public Safety Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and

National Career	Career Cluster Description
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	manufacturing/process engineering.
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

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

MAGNET PROGRAMS

Magnet Programs expand educational choices for students. The programs offer students unique opportunities for in-depth experiences and study in specific areas of interest. Each Magnet Program emphasizes a specialized theme. The programs set high expectations for all students to improve student achievement, and prepare for college and careers of the 21st century. In addition, Magnet Programs offer students real-world and hands-on experiences through internship and mentorship opportunities.

The Magnet themes include the following:

- Architecture & Design
- Aviation
- Business & Entrepreneurship
- Cambridge
- Center for Literary Arts
- Center for Instructional Technology
- Communication/Broadcast Arts
- Communication/World Languages
- Emerging Computer Technology
- Environmental Science
- Health & Wellness
- International Affairs & Business
- International Baccalaureate – Primary Years, Middle Years and Diploma Programs
- The Latin School
- Marine Sciences
- Pre-Medical Science
- Micro-Society
- Montessori
- Performing & Visual Arts
- Pre-Law & Public Affairs
- Science, Mathematics & Technology
- Science/Pre-Engineering
- Technical
- Urban Teacher Academy Program

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

Students must meet the following requirements:

- Earn a minimum of 11 credits prior to enrollment
- Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Obtain approval from parent and from the high school principal
- Obtain minimum ACT, CPT, or SAT placement scores prior to enrollment
- Select courses from the approved list
- Satisfy any required prerequisites
- Maintain a 3.0 unweighted GPA in high school coursework and a 2.0 college GPA in order to continue in the program.
- Conform to all School Board and post-secondary institution policies and procedures

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

EARLY ADMISSIONS PROGRAM

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

Students must meet the following requirements:

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

DUAL ENROLLMENT IN HIGH SCHOOL AND COLLEGE COURSES

BROWARD VIRTUAL SCHOOL

Broward County students have the opportunity to take courses for middle and high school credit taught online by Broward County teachers. Florida Legislators have made virtual education a component of parent/student choice. Broward Virtual School (BVS) has franchised the award-winning program for online learning from the Florida Virtual School, sponsored by the State of Florida. All courses are based on the Sunshine State Standards and the curriculum is directly linked to the benchmarks established by the Florida Department of School. Students may learn wherever they are, whenever they choose, maintaining a specified course pace.

Students will use the Internet to participate in a learning experience quite different from the traditional school classroom. BVS serves full-time students as well as students who take courses at traditional high and middle schools. Broward County Schools will offer courses not otherwise available to students at their schools, such as select Advanced Placement classes. Any student eligible to enroll in a Broward County middle or high school may select the online environment. Successful online students are self-disciplined, motivated to learn, possess time management skills, and 21st century technology skills.

Course Offerings

Students may register for any BVS course offering (contingent upon availability and parent and counselor approval). For further information, please visit their website: www.bved.net or call 754-321-1100.

COLLEGE ACADEMY AT BROWARD COLLEGE

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

Eligibility criteria is as follows:
3.0 unweighted grade point average; meet CPT score requirements; pass 10th grade FCAT; application, personal essay; teacher/counselor recommendation; and good attendance/behavior record

All college and high school courses are taught on the college campus. The program offers qualified students the opportunity to receive a **high school diploma** and an **Associate of Arts (AA) degree concurrently**. The quality of the College Academy program is demonstrated by the success of its graduates: 97% of the Class of 2007 and 2008 earned both a high school diploma and an AA degree and matriculated to upper division colleges and universities. Also, in 2008, 100% of College Academy students qualified for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. Students attend classes from late August through late June, taking a minimum of 15 college credits per semester and a minimum of six college credits in the first summer term. Students must maintain a 2.5 college grade point average in order to remain at The College Academy.

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

For further information, contact The College Academy @ BC Central (754) 321-6900 or attend one of the Recruitment Open Houses scheduled for January 27, 2009 (last name A – L) or January 28, 2009 (last name M – Z) at the BC Central Campus - Bailey Hall Auditorium; or visit the College Academy website: <http://www.collegeacademyatbc.org>

Co-Enrollment

High school students who are credit deficient in credits needed to graduate, or who need to improve their cumulative grade point average in order to meet graduation requirements, may earn a lifetime maximum of two (2) credits while co-enrolled in an adult secondary education program.

- a. The student must be deficient in the credits required for graduation
- b. The student must be attempting a full load of required credits during co-enrollment period
- c. The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal (or designee)

The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

POST-SECONDARY PLANNING

BROWARD ADVISORS FOR CONTINUING EDUATION (BRACE)

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

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

***BRACE YOURSELF
FOR THE FUTURE!***

STATE UNIVERSITY SYSTEM (SUS) ADMISSION REQUIREMENTS

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

Admission decisions are based on: 1) high school graduation; 2) grade point average in academic core courses; 3) admission test scores; and 4) course distribution requirements.

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

English	4 Credits
Mathematics	4 (or 3) credits*
Natural Science	3 credits
Social Science	3 credits
Foreign Language	2 credits
Approved Electives	<u>2 (or 3) credits</u>
Total	18 credits

*Beginning in 2011, a freshman applicant to an SUS institution (2008 10th grade high school students) must successfully complete four academic credits in mathematics, all of which must be at the Algebra 1 level and higher. Please note the following temporary policy change as determined by the student’s grade level as of 08-09:

- 2008-09 students in grades nine and ten: These students are permitted to count the sequences of Algebra 1A and 1B and the sequence of Applied Math 1 and 2 as two credits for high school graduation as well as for meeting SUS admission requirements.
- 2008-09 students in grade eight: High school math credits for these students will revert to the traditional SUS policy that states the sequences of Algebra 1A and 1B and the sequence of Applied Math 1 and 2 satisfy a total of one credit of math for SUS admission purposes.

STATE UNIVERSITY SYSTEM (SUS) ELECTIVE REQUIREMENTS

Freshman applicants to the State University System must have two or three additional high school credits as electives, depending on the year they entered high school.

- SUS applicants who entered high school before July 1, 007 must have three additional high school credits as electives (with three math courses)
- SUS applicants who entered high school July 1, 2007 or after must have two additional high school credits as electives (with four math courses).

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

STATE UNIVERSITY SYSTEM (SUS) INFORMATION

Middle Ranges for Acceptance

SUS Institution	GPA	SAT	ACT
University of Florida	4.0-4.4	1210-1400	26-31
Florida State University	3.7-4.2	1180-1330	26-29
Florida A&M University	3.0-3.49	940-999	17-20
University of South Florida	3.5-4.1	1100-1270	24-28
Florida Atlantic University	3.0-3.6	980-1130	20-24
University of West Florida	3.1-4.0	980-1150	21-25
University of Central Florida	3.4-4.1	1140-1280	24-28
Florida International University	3.4-4.1	1080-1210	23-26
University of North Florida	3.53-3.78	1160-1210	23-24
Gulf Coast University	3.03-3.71	980-1120	20-24

COLLEGE ADMISSIONS TESTS

2009-2010 SAT Assessment National Test Date Schedule www.collegeboard.com
Test Date October 10, 2009 November 7, 2009 December 5, 2009 January 23, 2010 March 6, 2010 May 1, 2010 June 5, 2010

2009-2010 ACT Assessment National Test Date Schedule www.act.org
Test Date September 12, 2009 October 24, 2009 December 12, 2009 February 6, 2010 April 10, 2010 June 12, 2010

TALENTED 20 PROGRAM

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

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

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

For more information
on the Talented 20 Program,
visit their website at
www.fldoe.org/Talented20



BRIGHT FUTURES

The Florida Bright Futures Scholarship Program establishes three lottery funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full time or part time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply online and complete the *Initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org, by selecting **Apply Here**, during their last year in high school (after December 1 and prior to graduation). **Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.**
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- Be enrolled for at least six non remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin using the award within three years of high school graduation. If enlisting directly into the military after graduation, the three-year period begins upon date of separation from active duty.

The following charts outline the eligibility requirements for each of the three types of Bright Futures awards for 2009 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.

BRIGHT FUTURES

<p>BRIGHT FUTURES: Florida Academic Scholars Award (FAS)* Initial Eligibility Requirements for 2009 High School Applicants (Initial Eligibility Requirements must be met prior to graduation from a Florida high school.)</p>	
<p>Award Amount A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.</p> <p>Notes: FAS – Florida Academic Scholars Award FMS – Florida Medallion Scholars Award GSV – Gold Seal Vocational Award</p> <p>Award amounts will differ depending on school.</p>	<p>Public Institution — An award equal to 100% of tuition and allowable fees plus the specified amount established by the Florida Legislature in the General Appropriations Act provided for college-related expenses (excluding summer term) prorated by term and hours.</p> <p>Private Institution - Fixed award amount based on 100% of the average tuition and allowable fees covered at a comparable Florida public institution including the specified amount established by the Florida Legislature in the General Appropriations Act provided for college-related expenses (excluding summer term) prorated by term and hours.</p>
<p>Grade Point Average (GPA) Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year.</p>	<p>3.5 weighted GPA using the credits listed below combined with the test scores and community service hours listed below. NOTE_GPAs are not rounded.</p>
<p>Required Credits See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level.</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) 15 Credits <p>May use up to 3 additional credits from courses in the academic areas listed above as well as AP, IB, or AICE fine arts courses to raise the GPA.</p>
<p>Test Scores Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best composite score of 1270 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 28 ACT (excluding the writing section).</p> <p>NOTE_The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.</p>
<p>Community Service</p>	<p>75 hours, as approved by the district or private school.</p>
<p>Other Ways to Qualify Initial eligibility criteria used in "Other Ways to Qualify" must be met by high school graduation. Contact the Bright Futures office for further details.</p>	<p>The other ways to qualify listed below must also meet the community service hours requirement.</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists • National Hispanic Scholars • IB Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the IB Curriculum with best composite score of 1270 SAT or 28 ACT • AICE Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the AICE Curriculum with best composite score of 1270 SAT or 28 ACT • Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, with best composite score of 1270 SAT or 28 ACT • GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits • 3_year standard college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits

BRIGHT FUTURES: Florida Medallion Scholars Award (FMS) Initial Eligibility Requirements for 2009 High School Applicants (Initial Eligibility Requirements must be met prior to graduation from a Florida high school.)

<p>Award Amount A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.</p> <p>Notes: FAS – Florida Academic Scholars Award FMS – Florida Medallion Scholars Award GSV – Gold Seal Vocational Award</p> <p>Award amounts will differ depending on school.</p>	<p>Public Community College - An award equal to 100% of tuition and allowable fees for college credit courses leading to an associate degree (excluding summer term).</p> <p>Other Public Institutions – An award equal to 75% of tuition and allowable fees (excluding summer term).</p> <p>Private Institution – Fixed award amount based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.</p>
<p>Grade Point Average (GPA) Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year.</p>	<p>3.0 weighted GPA using the credits and test scores listed below, combined with the test score listed below.</p> <p>NOTE:GPA's are not rounded.</p>
<p>Required Credits See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level.</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) 15 Credits</p> <p>May use up to 3 additional credits from courses in the academic areas listed above as well as AP, IB, or AICE fine arts courses to calculate a higher GPA.</p>
<p>Test Scores Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best composite score of 970 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 20 ACT (excluding the writing section).</p> <p>NOTE: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.</p>
<p>Community Service</p>	<p>No requirement</p>
<p>Other Ways to Qualify Initial eligibility criteria used in "Other Ways to Qualify" must be met by high school graduation.</p> <p>Contact the Bright Futures office for further details.</p>	<ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service • Students who have completed the IB Curriculum with best composite score of 970 SAT or 20 ACT • AICE Diploma Recipients who have not completed 75 hours of community service • Students who have completed the AICE Curriculum with best composite score of 970 SAT or 20 ACT • Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and: • Have a best combined score of 1070 SAT or 23 ACT or • Have a best combined score of 970 SAT or 20 ACT with a 3.0 weighted GPA in the above 15 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts) • GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits • 3-year standard college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits

BRIGHT FUTURES: Florida Gold Seal Vocational Scholars (GSV)* Initial Eligibility Requirements for 2009 High

<p>School Applicants (Initial Eligibility Requirements must be met prior to graduation from a Florida high school.)</p>			
<p>Award Amount A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.</p> <p>Notes: FAS – Florida Academic Scholars Award FMS – Florida Medallion Scholars Award GSV – Gold Seal Vocational Award</p> <p>Award amounts will differ depending on school.</p>	<p>Public Institution – An award equal to 75% of tuition and allowable fees (excluding summer term). Private Institution –Fixed award amount based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.</p>		
<p>Grade Point Average (GPA) Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year.</p>	<p>3.0 weighted GPA using the 15.5 credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, combined with the test scores listed below. (See "Other Ways to Qualify" listed below for 3-year graduation options.) <i>NOTE:GPAs are not rounded.</i></p>		
<p>Required Credits See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level.</p>	<p>4-year Diploma** Credits must be the 15.5 core credits required for high school graduation.</p> <ul style="list-style-type: none"> 4 English 3 Mathematics (including Algebra I) 3 Natural Science 3 Social Science (Am. Hist., World Hist., Am. Govt., and Economics) 1 Practical Arts OR 1 Performing Arts OR .5 credit in each .5 Life Management Skills .5 Personal Fitness <u>.5 Physical Education</u> <p>15.5Credits</p> <p>Plus a minimum of 3 Vocational Job-Preparatory or Technology Education Program credits in one vocational program. (See "Other Ways to Qualify" listed below for 3-yeargraduation options.)</p>		
<p>Test Scores Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible..</p>	<p>Students must earn the minimum score on each section of the CPT or SAT or ACT. Sections of different test types may not be combined.</p> <p>CPT: Reading 83; Sentence Skills 83; Algebra 72 OR SAT Reasoning Test : Critical Reading 440; Math 440; OR ACT: English 17; Reading 18; Math 19</p>		
<p>Community Service</p>	<p>No requirement</p>		
<p>Other Ways to Qualify Initial eligibility criteria used in "Other Ways to Qualify" must be met by high school graduation.</p> <p>Contact the Bright Futures office for further details. **NOTE: For other diploma options established by legislative sessions, visit www.MyFloridaEducation.com/brfuture/acadrequire.htm</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program and minimum test scores listed above.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>3-yr Career Preparatory Diploma** with 3.0 weighted GPA using the 13 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 13 Credits </td> <td style="width: 50%; vertical-align: top;"> <p>3-yr College Preparatory Diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) 15 Credits </td> </tr> </table> <p>GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college).</p>	<p>3-yr Career Preparatory Diploma** with 3.0 weighted GPA using the 13 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 13 Credits 	<p>3-yr College Preparatory Diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) 15 Credits
<p>3-yr Career Preparatory Diploma** with 3.0 weighted GPA using the 13 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 13 Credits 	<p>3-yr College Preparatory Diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Mathematics (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) 15 Credits 		

SCHOLARSHIP OPPORTUNITIES

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

Types of scholarships:

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

The District Guidance Office maintains a continually updated Scholarship Bulletin, made available on the BRACE website and from each high school's BRACE Advisor.

The BRACE website also contains links to some of the popularly used scholarship search engines.

FLORIDA PRE-PAID COLLEGE PROGRAM

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



(NCAA) NATIONAL COLLEGIATE ATHLETIC ASSOCIATION REQUIREMENTS

NCAA requirements for playing sports and/or receiving athletic scholarships for Division I or II schools are very specific. A student must complete a minimum of sixteen (16) academic CORE courses approved by NCAA for a Division I school and 14 academic CORE courses approved by NCAA for a Division II school; achieve at least a combined score of 820* on the SAT or a 68 (sum of subtest scores) on the ACT and maintain a cumulative GPA of 2.0 (CORE courses) for eligibility in Division II. Division I schools require a minimum GPA on a sliding scale dependent on the SAT (verbal and math scores only) or ACT. The eligibility index scale can be obtained in the guidance office. These national standards have been determined by NCAA and affect ALL athletes. In order to play sports at a Division I or II college or university, the student MUST register through the NCAA Clearinghouse. This process should be started at the end of the junior year and before applying to college. Freshmen and sophomores need to be aware of CORE course requirements so that they will not jeopardize their future eligibility. For all student athletes first entering Division I collegiate institutions on or after August 1, 2008, NCAA Bylaw 14.3 requires that the CORE curriculum courses (16 for Division I and 14 for Division II) MUST include at least:

<p>Division I 16 Core-Course Rule</p> <p>16 Courses:</p> <p>4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)</p>
<p>Division II 14 Core-Course Rule</p> <p>14 Core Courses:</p> <p>3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 2 year of additional English, mathematics or natural/physical science. 2 years of social science 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)</p>

A list of approved core courses is available at www.ncaaclearinghouse.net.

SERVICE LEARNING-STUDENT VOLUNTEER SERVICE PROGRAM

The purpose of the Student Volunteer Service Program is to acquaint high school students with the need to become participating agents of change by providing service to both their school and community. All Service Learning hours must be documented on the Service Learning log - Graduation Requirement Tier 1 Log Sheet. Tier 1 Log Sheets must be returned to the Service Learning Coordinator. Students must retain a copy of this form for their records. Students may start earning Service Learning Hours as soon as they are promoted to ninth grade. Students completing 250 total volunteer service hours are eligible to receive silver cords worn at commencement.



SILVER KNIGHT AWARD

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

Eligibility: The Silver Knight Awards program is open to 12th grade students. Only students with strong records of service to their school and community should be nominated. Students in vocational and adult centers must be nominated by the public high school to which they would be assigned by residence. Western High School may nominate one student per category.

15 Categories

- Art
- Athletics
- Business
- Drama
- English & Literature
- Foreign Language
- General Scholarship
- Journalism
- Mathematics
- Music
- New Media
- Science
- Social Science
- Speech
- Vocational-Technical



FACTS.org

FACTS.org is the Florida Department of Education's statewide student advising website. FACTS.org is provided by the Florida Department of Education to help students make informed choices about their education. The site enables students to:

- Plan their high school course
- Track their progress toward graduation
- Check their eligibility for Bright Futures and other scholarships
- Explore careers
- Learn about Florida's postsecondary opportunities
- Apply online to state universities and community colleges
- Apply online for state and federal financial aid
- Much more.

Students go to www.FACTS.org and select the high school tab and then the "ePEP and High School Evaluations" button. First time users will create a Login ID and Password, complete a short demographic form, and then establish their settings. Once created, this Login ID and Password will be used for all FACTS functions, including college admission applications.

ePersonal Education Planner (ePEP)

The ePEP is an interactive online planner that enables students to map out coursework for every year of high school. Students choose from school specific course options, based on their goals after graduation, such as admission to college, attending a career technical center, or going directly into the workforce. The ePEP automatically populates the courses in which the students are enrolled and those completed, along with the students' grades. For students entering 9th grade in 2007 and beyond are required to have four credits in the same Major Area of Interest (MAI). Through ePEP, students choose their MAI.

Virtual counselor: A Great Resource for Scheduling

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

ABBREVIATIONS

Several abbreviations are used in the course descriptions.

- **A** and **H** refer to advanced or honors courses which carry additional honors points.
- **AP** refers to courses which prepare students to take Advanced Placement examinations for college credit and carry two additional honors points.
- **TP** refers to Tech Prep, a highly technical and academically challenging cooperative program operated by the school board and Broward Community College.
- **BF** designates state of Florida university system "preferred" and Bright Futures Scholarship qualifying courses.
- **NCAA** indicates courses designated by the NCAA (National Collegiate Athletic Association) to be "core" courses.
- **SUS** indicates State University System

Students who scored a Level III or above on the Florida Comprehensive Assessment Test — Sunshine State Standards (FCAT - SSS) are strongly encouraged to make Advanced Placement and/or dual enrollment courses their first choices in scheduling.

LANGUAGE ARTS

STUDENTS WILL BE PLACED INTO READING AND ENGLISH COURSES ACCORDING TO THE DISTRICT PLACEMENT CHART.

ENGLISH 1 (BF)

Credit 1 10013100 9

English I provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

PREREQUISITE: None.

Special Notes: This course is paired with Reading I. Meets graduation requirements in English. NCAA

ENGLISH I PRE-AP (H BF)

Credit 1 10013200 9

English Honors I promotes academic excellence in English Language Arts through the strands of reading process, literary

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

PREREQUISITE: None.

Special Notes: This course is paired with Honors Research. Meets graduation requirements in English. NCAA

ENGLISH 2 (BF)

Credit 1 10013400 10

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

PREREQUISITE: One English credit.

Special Notes: Meets graduation requirements in English. NCAA

ENGLISH II PRE-AP (A BF)

Credit 1 10013500 10

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

PREREQUISITE: One English credit.

Special Notes: Meets graduation requirements in English. NCAA

ENGLISH 3 (BF)

Credit 1 10013700 11

English III provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of American literary works

in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, researching, and writing assignments are related to the study of American literature when appropriate. Technology is incorporated into all aspects of the course.

PREREQUISITE: Two English credits.

Special Notes: Meets graduation requirements in English. NCAA

ENGLISH III PRE-AP (H BF)

Credit 1 10013800 11

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

PREREQUISITES: Two English credits.

Special Notes: Meets graduation requirements in English. NCAA

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (A BF)

Credit 1 10014200 11

The course provides a study of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing needs in college. Students are expected to take the Advanced Placement examination offered by the College Board.

PREREQUISITES: Two English credits.

Special Notes: This course is paired with English 4 Pre-AP. This is a college-level course. Meets graduation requirements in English. NCAA

ENGLISH 4 (BF)

Credit 1 10014000 12

English IV 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, including technical, creative, and traditional academic modes. Opportunity is provided to extend speaking, researching, and listening skills. Content includes instruction in vocabulary strategies and reading necessary for comprehension of printed materials. Technology is incorporated into all aspects of the course.

PREREQUISITE: Three English credits.

Special Notes: Meets graduation requirements in English. NCAA

ENGLISH IV PRE-AP (H)

Credit 1 10014100 12

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

PREREQUISITE: Three English credits.

Special Notes: Meets graduation requirements in English. NCAA

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (A BF)

Credit 1 1001410P (T1) 12

Credit 1 10014300 (T2) 12

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

PREREQUISITES: Two English credits.

Special Notes: This course is paired with English 3 Pre-AP. This is a college-level course. Meets graduation requirements in English. NCAA

LANGUAGE ARTS ELECTIVES

NOTE: The following Language Arts courses are available for ELECTIVE CREDIT ONLY!

CREATIVE WRITING 1

Credit 1 CRW1001 12

Students writing as the basis for critical discussion with emphasis on fundamental aspects of poetry, fiction, and/or drama.

PREREQUISITES: Teacher recommendation.

Special Notes: Course which can provide three college credits at Broward Community College if passed.

CLASSICAL LITERATURE HONORS (H)

Credit 1 10208300 10-12

This course provides instruction in the critical reading and analysis of classical literature, both for students' enjoyment and for further literary study. The content includes, but is not limited to, man's search for values, for a place in society, for political and religious identity, and for aesthetic expression. The literary influence on

world culture of the great societies from ancient Greece to the Reformation is included. Analytical reading and effective written expression are emphasized. All of the Language Arts strands (reading process, literary analysis, writing process, writing applications, communication, and information and media literacy) are covered in this course.

PREREQUISITE: One English credit.

Special Notes: Meets graduation requirements in English. NCAA

DEBATE I & II HONORS (H)

Credit 1 1007330D (Term 1) 9-10

Credit 1 1007340J (Term 2) 9-10

(I) The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content should include, but not be limited to, the following: logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations. Students seeking honors credit must compete in after-school and/or weekend tournaments.

PREREQUISITE: None.

(II) The purpose of this course is to continue the development of skills related to debate and forensic activities. The content should include, but not be limited to, the following: the principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities. Students seeking honors credit must compete in after-school and/or weekend tournaments.

PREREQUISITE: One credit in debate.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts. NCAA

DEBATE III & IV HONORS (H)

Credit 1 1007350Q(3) 10-12

Credit 1 1007360W(4) 11-12

(III) 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.

PREREQUISITE: Two credits in debate.

(IV) The purpose of this course is to provide opportunities for participation in advanced debate activities with increasing emphasis on the application of skills in formal debates. The content should include, but not be limited to, the following: application of basic debate theory to class presentations, discussion, analysis, and brainstorming in case construction; cross-examination; attack and defense; and written and oral critiques.

PREREQUISITE: Teacher recommendation.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

DEBATE V & VI HONORS (H)

Credit 1 10073700 11-12

Credit 1 10073800 11-12

(V) The purpose of this course is to provide the experienced debate student with additional opportunity to enhance proficient debating skills. The content should include, but not be limited to, the following: research and organizational skills, selection of debate topics, elements of argumentation, voice and diction,

extemporaneous speaking, preparation of debate briefs, cross-examination techniques, techniques of effective listening, and appropriate use of debate. The student is required to participate in debate tournaments and activities to qualify for the honors credit.

PREREQUISITE: Two credits in debate.

(VI) The purpose of this course is to provide the experienced debate student with additional opportunity to enhance proficient debating skills. The student will be expected to employ refined knowledge about specific debate forms, programs, or events; successfully employ the elements of argumentation; demonstrate understanding of the interpersonal skills and discipline involved in duo and group events; use improvisation skills to create and explore as well as to demonstrate understanding of concepts; participate in numerous scheduled interscholastic competitions to qualify for the honors credit; and assist in coaching and mentoring novice debaters.

PREREQUISITE: Teacher recommendation.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

SCHOLASTIC APTITUDE TEST PREPARATION LANGUAGE ARTS (ADVANCED READING)

Credit 1 10083200 11

This semester course focuses on Scholastic Aptitude Test preparation by developing advanced reading skills for students who plan to continue their formal education after high school. The content emphasizes vocabulary, comprehension, study skills, and test-taking skills. Students will improve literal, inferential, critical, and creative reading skills, as well as reading rate. Student will be able to vary reading strategies appropriately and improve test-taking skills.

PREREQUISITES: Teacher's recommendation.

Special Note: Elective credit only.

JOURNALISM I

Credit 1 1006300A (Newspaper) 9-12

Credit 1 1006300D (Yearbook) 9-12

The course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: None.

Special Note: Elective credit, but may be substituted for the practical arts requirement on a curriculum equivalency basis. NCAA

JOURNALISM II NEWSPAPER

Credit 1 1006310A 10-12

JOURNALISM II YEARBOOK

Credit 1 1006310D 10-12

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration

of career opportunities in journalistic fields through various media. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: One credit in journalism.

Special Note: Elective credit, but may be substituted for the practical arts requirement on a curriculum equivalency basis.

JOURNALISM III NEWSPAPER

Credit 1 1006320A 10-12

JOURNALISM III YEARBOOK

Credit 1 1006320D 10-12

The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITES: Two credits in journalism.

Special Note: Elective credit, but may be substituted for the practical arts requirement on a curriculum equivalency basis.

JOURNALISM IV NEWSPAPER (H)

Credit 1 1006330A 11-12

JOURNALISM IV YEARBOOK (H)

Credit 1 1006330F 11-12

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

PREREQUISITES: Teacher recommendation and school guidelines.

Special Note: Elective credit.

JOURNALISM V NEWSPAPER (H)

Credit 1 1006331A 11-12

JOURNALISM V YEARBOOK (H)

Credit 1 10063311 11-12

The purpose of this course is to provide the experienced journalism student the opportunity to continue working with school publications. The students will work collaboratively with other staff members to produce the school publication, will maintain an original portfolio of journalistic work, and will attend journalism competitions / workshops to qualify for the honors credit. The student is also expected to take on roles of leadership with additional responsibility. The required selling of ads is part of the business aspect of the curriculum.

PREREQUISITE: Teacher recommendation and school guidelines.

Special Note: Elective credit.

TELEVISION PRODUCTION 1

Credit 1 1100300A 9-12

This course provides opportunities for students to develop skills in history of television; basic video camera operation; postproduction skills in graphics, audio, and editing; scriptwriting and storyboarding; and direction and production of video projects.

PREREQUISITE: None.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

TELEVISION PRODUCTION II, III, IV

Credit 1 1100310A (II) 9-12

Credit 1 1100320A (III) 10-12

Credit 1 1100330A (IV) 10-12

(II) The purpose of this course is to exhibit the ability to apply television skills in the planning, directing, and recording of television programs, demonstrate the ability to write script and dialogue for a television program, and demonstrate the ability to produce a television program. Television II students produce the following video projects: a music video, a studio television program, as well as 2-3 individual projects of the student's choice.

PREREQUISITE: One credit in television production.

(III) The purpose of this course is to develop advanced skills in television production and to synthesize these skills in planning, directing, and producing television programs. The content also includes development of advanced set design.

PREREQUISITE: Two credits in television production.

(IV) The purpose of this course is to gain independence in planning, writing, producing, supervising, and performing in television productions. Laboratory activities are an integral part and should include hands-on experience in producing television programs. They should also include opportunities for students to explore creative and original endeavors in producing television programs.

PREREQUISITE: Three credits in television production.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

FOREIGN LANGUAGE

AMERICAN SIGN LANGUAGE I (SUS BF)

Credit 1 07173000 9-12

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. The content should include, but not be limited to, conversational vocabulary and the grammatical features and principles of ASL. The audiological, educational, social, cultural, and historical aspects of deafness are also included.

PREREQUISITES: None

Special Note: May be substituted for World Languages University requirement. NCAA

AMERICAN SIGN LANGUAGE II (SUS BF)

Credit 1 07173100 9-12

The purpose of this course is to further develop hearing student's knowledge of the American Sign Language. The content should include, but not be limited to, conversational skills in ASL, its syntax and principles, and the cultural aspect of the deaf community. This course will provide students with an accumulated receptive and expressive vocabulary of 1,500 signs.

PREREQUISITES: American Sign Language I (ASL I) or mastery of Student Performance Standards corresponding to ASL I and teacher recommendation.

Special Note: May be substituted for World Languages University requirement. NCAA

AMERICAN SIGN LANGUAGE III HONORS

Credit 1 07173120 10-12

The purpose of this course is to master and expand the skills acquired by hearing students of American Sign Language II. Specific content to be covered includes, but is not limited to, expansion of vocabulary with respective signs and conversational skills in ASL, various types of interpreting and settings.

PREREQUISITES: American Sign Language II (ASL II) or mastery of Student Performance Standards corresponding to ASL II and teacher recommendation.

Special Note: May be substituted for World Languages University requirement. NCAA

AMERICAN SIGN LANGUAGE IV HONORS

Credit 1 07173140 10-12

The purpose of this course is to enable students to further develop advanced skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural understanding and real-life applications. Students that have successfully completed ASL I-III and have at least a 3.0 grade point average, may qualify for ASL Dual Enrollment. Please see counselor for more information.

PREREQUISITES: American Sign Language III(ASL III) or mastery of Student Performance Standards corresponding to ASL III and teacher recommendation.

Special Note: May be substituted for World Languages University requirement. NCAA

AMERICAN SIGN LANGUAGE I DUAL

ENROLLMENT

Credit 1 ASL1612 11-12

Upon completion of this course, students will have acquired American Sign Language vocabulary totally approximately 500 concepts, linguistic principles of ASL and information related to deafness and deaf culture.

PREREQUISITES: American Sign Language III or mastery of Student Performance Standards corresponding to ASL IV and teacher recommendation.

Special Notes: Course which can provide three college credits at Broward Community College if passed.

AMERICAN SIGN LANGUAGE II DUAL

ENROLLMENT

Credit 1 ASL1613 11-12

Upon completion of this course, students will have acquired American Sign Language vocabulary totally approximately 500 concepts, intermediate level linguistic principles of ASL and information related to deafness and deaf culture.

PREREQUISITES: ASL 1140 and teacher recommendation.

Special Notes: Course which can provide three college credits at Broward Community College if passed.

LATIN

Credit 1 07063000 (Latin I) 9-12

Credit 1 07063100 (Latin II) 9-12

Latin I introduces students to fundamental Latin vocabulary and grammar, and to classical culture. Specific content includes, but is not limited to, English derivatives and vocabulary based on Latin, basic grammatical structures of Latin; simple short stories for comprehension, including their translation into English; classical heroes and legends, with special attention to classical myths; and selected aspects of life in a Roman family.

PREREQUISITES: None

Latin II provides a more intensive study of the Latin language and the Roman history and culture. Latin II continues with the same content and concepts of Latin I, stressing the grammar and vocabulary necessary for the reading and appreciation of Latin authors, particularly Caesar's writings. This reading increases the students' understanding of sentence structure, English word-origin, and Roman history and customs.

PREREQUISITES: Latin I or Mastery of Student Performance Standards corresponding to Latin I and teacher recommendation.

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

(Ninth grade: Enrollment in at least 1 advanced level course or above, English teacher approval.) All: A 2.0 cumulative grade point average and "C" or better in academic courses.)

MODERN WORLD LANGUAGE I & II (BF)

Credit 1 07013200 (French I) 9-12

Credit 1 07013300 (French II) 9-12

Credit 1 07083501 (Spanish II) 9

Credit 1 07083400 (Spanish I) 10-12

Credit 1 07083500 (Spanish II) 10-12

Credit 1 07123000 (Japanese I) 9-12

Credit 1 07123100 (Japanese II) 9-12

Modern World Languages I introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation are taught. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

PREREQUISITES: None

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

Modern World Languages II reinforces the fundamental skills acquired by the students in Modern Foreign Language I. The course develops increased listening, speaking, reading, and writing skills as

well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Modern World Languages I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

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

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

MODERN WORLD LANGUAGE III (H BF)

Credit 1	07083601(Spanish III)	9
Credit 1	07083600(Spanish III)	10-12
Credit 1	07013400 (French III)	10-12
Credit 1	07123200 (Japanese III)	10-12

Modern World Languages III provides mastery and expansion of skills acquired by the students in Modern Foreign Language II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Students' acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language to an audience
- social interaction patterns within French culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

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

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

MODERN WORLD LANGUAGE IV & V (H BF)

Credit 1	07083700(Spanish IV)	10-12
Credit 1	07083800 (Spanish V)	11-12
Credit 1	07013500 (French IV)	10-12
Credit 1	07013600 (French V)	11-12
Credit 1	07013300 (Japanese IV)	10-12
Credit 1	17003500 (Japanese V)	10-12

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

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral and written presentation of information and ideas, in the target language to an audience
- social interaction patterns within target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

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

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

Modern World Languages V expands the skills acquired by students in Modern World Languages IV. Specific content to be covered includes, but is not limited to, developing communication skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Writing is enhanced through compositions using correct language structures. The content should include, but not be limited to the following:

- developing communication skills in the target language through the presentation of oral reports on literary and cultural topics, current events, and personal experiences
- readings, which should include newspaper and magazine articles, adaptations of short stories and plays, and a survey of target language literature
- composition writing using correct language structures

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

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

A.P. MODERN WORLD LANGUAGE (A BF)

Spanish Lang. for Spanish Speakers (AP)

Credit 1	0708400A	11-12
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Spanish Language (AP)

Credit 1	07084000	11-12
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Spanish Literature (AP) for Spanish Speakers

Credit 1	07084100	11-12
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Japanese Language (AP)

Credit 1	07123400	11-12
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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.

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

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

SPANISH FOR SPANISH SPEAKERS I (BF)

Credit 1 07093001 9
Credit 1 07093000 10-11

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

PREREQUISITES: None

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

(A 2.0 cumulative grade point average and "C" or better in academic courses.)

SPANISH FOR SPANISH SPEAKERS II (BF)

Credit 1 07093100 10-12

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms

-use of a variety of strategies to construct meaning from informative, technical, and literary texts

-use of systematic strategies to develop Spanish vocabulary

-use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

PREREQUISITES: Spanish for Spanish Speakers I or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers I and teacher recommendation.

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

SPANISH FOR SPANISH SPEAKERS III(A BF)

Credit 1 07093200 (Honors) 10-12

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical analysis and creation of samples of a variety of literary forms in Spanish
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of systematic strategies to develop Spanish vocabulary
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

PREREQUISITES: Spanish for Spanish Speakers II or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers II and teacher recommendation.

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

SPANISH FOR SPANISH SPEAKERS IV (LATIN AMERICAN STUDIES) (A BF)

Credit 1 07093300 (Honors) 11-12

The purpose of this course is to enable students whose heritage language is Spanish to expand the skills acquired in Spanish for Spanish Speakers III. Emphasis is placed on further enhancement of composition writing, oral presentation, and discussion skills. Practice is provided in the writing of business letters. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish

- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical analysis and creation of samples of a variety of literary forms in Spanish
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of systematic strategies to develop Spanish vocabulary
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

PREREQUISITES: Spanish for Spanish Speakers III or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers III and teacher recommendation.

Special Note: Meets Florida Academic Scholars Program Requirements World Languages, NCAA

SPANISH FOR SPANISH SPEAKERS V (A BF)

Credit 1 07093400 (Honors) 11-12

This course continues the development of oral and written communication skills acquired by the students in Spanish for Spanish Speakers IV. Further emphasis is placed on different forms of spoken language (dialogue, debate, interviews, panel discussion, and oratory), eighteenth and nineteenth century historical events in Spain and Central America, and in-depth study of the grammar and an in-depth study of the culture of Spanish-speaking countries. The course covers, but is not limited to, selections from Spanish and Hispanic - American literature. The content should include, but not be limited to, the following:

- selections from Spanish and Hispanic-American literature
- in-depth study of Spanish grammar and linguistics
- in-depth study of the culture of Spanish-speaking countries

PREREQUISITES: Spanish for Spanish Speakers IV or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers IV and teacher recommendation.

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

MATHEMATICS

NINTH AND TENTH GRADE STUDENTS ARE REQUIRED TO TAKE MATH ALL YEAR.

PRE-ALGEBRA

Credit 1 12003000 9

Pre-Algebra is a course to review benchmarks from grades 6-8 and introduce concepts from algebra, probability and statistics. New topics shall include, but not be limited to, equivalent forms and operations on real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational and irrational numbers), properties of real numbers, compare and simplify real number expressions, use dimensional (unit) analysis, create and interpret a graph representing a real-world situation, solve linear equations in one variable, simplify monomial expressions, use counting principles to determine size of finite sample spaces and probabilities of events in those spaces, determine probabilities of

independent events, and apply the definition of random sample and basic types of sampling.

SPECIAL NOTE: This is a Level I mathematics course. Placement requires student's assessment results to indicate that a more rigorous course of study would be inappropriate and completion of a Progress Monitoring Plan. When appropriate, placement must also be indicated on the I.E.P. or 504 Plan. Does not apply towards some Bright Futures Scholarship Programs.

ALGEBRA I (BF)

Credit 1 12003100 9

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

PREREQUISITE: Teacher Recommendation.

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

ALGEBRA IA (BF)

Credit 1 12003701 (IA) 9
Credit 1 12003700 (IA) 10

Algebra IA is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, know equivalent forms of and perform operations on real numbers (including integer exponents, and radicals, percents, scientific notation, absolute value, rational and irrational numbers), compare and simplify real number expressions, identify and apply properties of real numbers, create and interpret a graph representing a real-world situation, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form,

graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, and graph a system of linear equations and inequalities.

PREREQUISITE: Teacher Recommendation.

SPECIAL NOTE: This is the first of a two-year sequence of courses, Algebra IA and Algebra IB. Taken sequentially they equate to one unit of Algebra I for some Bright Futures Scholarship Program and satisfy the Algebra I graduation requirement. NCAA

ALGEBRA IB (BF)

Credit 1	12003801 (IB)	9
Credit 1	12003800 (IB)	10

Algebra IB is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The content shall include, but not be limited to, simplify and factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical expressions, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

PREREQUISITE: Algebra IA and Teacher Recommendation.

SPECIAL NOTE: This is the second of a two-year sequence of courses, Algebra IA and Algebra IB. Earning credit in Algebra IB precludes earning credit in Applied Mathematics II, Integrated Mathematics II, Algebra I, or Algebra I Honors. Algebra IA and Algebra IB, taken sequentially, equate to one unit of Algebra I, thus meeting the algebra graduation requirement, and as one unit of an academic core course into the State University System of Florida and for some Bright Futures Scholarship Program. NCAA

GEOMETRY (BF)

Credit 1	12063101	9
Credit 1	12063100	10

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

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

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

GEOMETRY HONORS (H BF)

Credit 1	12063201	9
Credit 1	12063200	10

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

PREREQUISITE: Algebra I or Algebra I Honors with grade of 'C' or higher and Teacher Recommendation.

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

LIBERAL ARTS MATHEMATICS

Credit 1	1208300C (paired with Alg II)	10
Credit 1	12083000	11-12

Liberal Arts Mathematics is a course designed to strengthen mathematical skills from Algebra I and Geometry, and for further study of statistical concepts. This course is designed to prepare students for Algebra 2. Topics shall include, but not be limited to, know equivalent forms of and perform operations on real numbers (including integer exponents, and radicals, percents, scientific notation, absolute value, rational and irrational numbers), compare and simplify real number expressions, identify and apply properties of real numbers, create and interpret a graph representing a real-world situation, describe the concept of a function, use function notation, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, graph a system of linear equations and inequalities, solve quadratic equations using various methods, and the geometry of polygons, measurement, similarity and congruence.

PREREQUISITE: Geometry or Informal Geometry and Teacher Recommendation.

SPECIAL NOTE: This course may not meet the academic requirements for entry into the State University System of Florida or for some Bright Futures Scholarship Program. NCAA

ALGEBRA II (BF)

Credit 1	1200330C (paired w/Lib. Art Math)	10
Credit 1	12003300	11-12

Algebra II is a course designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the

necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, perform operations and compositions of functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.

PREREQUISITE: Algebra I or Algebra I Honors with grade of 'C' or higher and Teacher Recommendation.

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

ALGEBRA II HONORS (H BF)

Credit 1	12003401	9-10
Credit 1	12003400	11-12

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

PREREQUISITE: Algebra I or Algebra I Honors with grade of 'C' or higher and Teacher Recommendation.

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

INTEGRATED MATHEMATICS III (BF)

Credit 1	1207330A (paired w/Pre-Calc)	10
Credit 1	12073300	11-12

Integrated Mathematics is the final course in a three course sequence and is designed to develop the advanced algebraic, geometric, and statistical concepts and process that can be used and their relationships to each other. The content shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, perform operations and compositions of functions, varied solution strategies for linear equations, inequalities, systems of equations and inequalities, variations, quadratic, polynomial, rational, radical, exponential and logarithmic equations, study of polyhedra and spheres, exploration of area and volume of solids, application of trigonometric ratios, and application of statistical concepts such as measure of central tendency, variance, and standard deviation.

PREREQUISITE: Geometry or Geometry Honors and Algebra II or Algebra II Honors or Integrated Mathematics II and Teacher Recommendation.

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

PRE-CALCULUS (H BF)

Credit 1	12023400 (paired w/Physics Hon)	10
Credit 1	1202340A (paired w/Int. Math III)	10
Credit 1	1202340B	11-12

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, trigonometric and circular functions, understand and use the Intermediate Value and Extreme Value Theorems, find partial sums of arithmetic and geometric series, understand and find limits, understand and apply vectors, applications of parametric and trigonometric equations, graph and apply conic sections, polar coordinates, complex numbers, and mathematical induction.

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

SPECIAL NOTE: Earning credit in this course precludes the earning of credit in both Trigonometry and Analytic Geometry. This course meets an academic unit for some Bright Futures Scholarship Program. NCAA

MATH ANALYSIS HONORS (A)

Credit 1	12013000(paired w/ Alg II Hon)	9
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Math Analysis is a course designed to emphasize the skills necessary for the study of calculus. Topics shall include, but not be limited to, the extension of systems of linear equations and inequalities in two and three variables, piece-wise, rational, exponential, logarithmic, and polynomial functions, understand and find limits, find partial sums of arithmetic and geometric series, permutations and combinations, conditional probability, measure of central tendency, measures of variability, mathematical induction, logic, matrix algebra, vectors, and conic sections.

PREREQUISITE: Trigonometry and Analytic Geometry or Pre-Calculus with grade of 'C' or higher and Teacher Recommendation.

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

HONORS CALCULUS (H BF)

Credit 1	12023000(paired w/Calculus AB)	11-12
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This course is designed to provide a foundation for the study of advanced mathematics. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral.

PREREQUISITE: Trigonometry and Analytic Geometry or Pre-Calculus with grade of 'C' or higher and Teacher Recommendation.

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

A. P. CALCULUS AB (H BF)

Credit 1 12023100 (paired with Hon. Calculus or Calculus BC) 11-12

AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB. Download a complete course description from the College Board website.

PREREQUISITE: Trigonometry and Analytic Geometry or Pre-Calculus with grade of 'C' or higher and Teacher Recommendation.

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

A. P. CALCULUS BC (H BF)**Credit 1 12023200 (BC) 11-12**

Advanced Placement Calculus BC is a course designed to offer students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, applications of the integral, sequences of real numbers, convergence, and elementary differential equations. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus BC. Download a complete course description from the College Board website.

PREREQUISITE: Pre-Calculus or Advanced Placement Calculus AB with grade of 'C' or higher and Teacher Recommendation.

Special Note: This course is paired with Calculus AB.

A. P. STATISTICS (H BF)**Credit 1 12103200 11-12**

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

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

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

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

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

MATH FOR COLLEGE READINESS**Credit 1 12007000 11-12**

Math for College Readiness is a secondary-postsecondary readiness mathematics course, which is equivalent to Intermediate Algebra, MAT 1033, approved for delivery as a high school mathematics course for 12th grade students. This course is a continuation of algebra containing topics such as factoring polynomials, operations with rational expressions, absolute value, exponents, radicals, and roots, complex numbers, linear and quadratic equations and linear inequalities, graphs, systems of equations, and functions, all with applications throughout the course. Problem solving involving real-life scenarios is an integral part of this course. This course will teach students to understand and communicate concepts of algebra in the language of mathematics, both orally and written. This course enhances students' problem-solving skills, and helps prepare the student for college-level mathematics and mathematics-based courses. Due to the nature of this course, calculators are NOT permitted. Upon successful completion of this course, students should be able to demonstrate knowledge of skills necessary to enter college level mathematics courses such as MAC 1105, STA 2023, MGF 1106 or MGF 1107 when they retake the CPT for college entrance.

PREREQUISITE: Placement is determined by scores on either the CPT, SAT, or ACT.

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

MATH FOR COLLEGE SUCCESS**Credit 1/2 12004100 11-12**

Math for College Success is a secondary-postsecondary readiness mathematics course, which is equivalent to remedial Elementary Algebra, MAT 0024, approved for delivery as a high school semester-long math elective for 12th grade students. This course is designed for students comfortable performing arithmetic without a calculator and solving linear equations. This course will broaden students' algebra skills to include solving linear inequalities, polynomial factoring, solving quadratic equations, laws of exponents, rational and radical expressions, and graphing of lines. Problem solving involving real-life scenarios is an integral part of this course. This course will teach students to understand and communicate concepts of algebra in the language of mathematics, both orally and written. This course enhances students' problem-solving skills, and helps prepare the student for college-level Mathematics and Mathematics-based courses. Due to the nature of this course, calculators are NOT permitted. To pass the course, students must pass a mandatory Florida State Examination.

COMPUTER EDUCATION

COMPUTER PROGRAMMING 1 (R)**Credit 1 02013000 10-12**

The purpose of COMPUTER PROGRAMMING is to introduce the beginning level of programming. The content includes, but is not limited to, programming methodology, the design and modification of algorithms, data structures, applications development and the writing of computer programs in the selected language. Topics

included will be subroutines, looping, branching, string functions, subscripted variables, matrices, string manipulations, sorting techniques and data files.

PREREQUISITE: Teacher recommendation and Algebra I

Special Note: Satisfies computer literacy requirement.

COMPUTER PROGRAMMING II (A)

Credit 1 **02013100** **10-12**

The purpose of COMPUTER PROGRAMMING II is to continue the content of COMPUTER PROGRAMMING I with an elaboration of the development of algorithms and through the introduction C++ and Java. The content includes, but is not limited to, file handling techniques, more detailed language syntax, and the comparison of applications of high level languages. The purpose of this course is to prepare students planning to enter the fields of Engineering, Business and Information Sciences, Statistics, and Physical Sciences for the computer requirements they will face entering these fields. This course is a prerequisite for Advanced Placement Computer Science or Computer Programming III.

PREREQUISITE: COMPUTER PROGRAMMING, teacher recommendation and Algebra I

Special Note: Satisfies computer literacy requirement

COMPUTER PROGRAMMING III (A)

Credit 1 **02013200** **10-12**

The purpose of COMPUTER PROGRAMMING III is to introduce students to structured programming in a high-level or object-oriented programming language. Top-down design, looping, conditional processing, arrays, and structured data types will be introduced. The content includes, but is not limited to algorithm development, language syntax, and solving problems appropriate to the languages being studied. The course is designed to help students planning to enter the fields of Engineering, Business and Information Sciences, Statistics, and Physical Sciences to prepare for the programming requirements of the college major.

PREREQUISITE: COMPUTER PROGRAMMING II or teacher recommendation

Special Note: Satisfies computer literacy requirement. Advanced credit

ADVANCED PLACEMENT COMPUTER SCIENCE A/AB (A BF)

Credit 1 **02003200 (A)** **02003800 (AB)** **11-12**

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

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

PREREQUISITE: COMPUTER PROGRAMMING III or teacher recommendation

Special Note: Satisfies computer literacy requirement. The Advanced Placement Computer Science Test language requirement is Java. Advanced Credit.

SCIENCE

INTEGRATED SCIENCE I

Credit 1 **20024001** **9**

The purpose of the first course in the 3-course integrated science sequence is to develop comprehensive concepts and to provide students with the opportunity to do investigative studies of concepts basic to Earth, its materials, processes, and history, environment in space. Students will be able to explore the theories and laws associated with the natural physical and chemical properties of matter and to become familiar with human growth and development within the context of our society. Laboratory investigations that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

SPECIAL NOTE: This course is the first of a three year sequence of courses. Together, Integrated Science I, II, and III satisfy the science graduation requirement. NCAA

INTEGRATED SCIENCE II

Credit 1 **20024200** **11-12**

This second course in the integrated science sequence will concentrate in the development of major concepts in biology and preparatory concepts in chemistry as they relate to the physical and chemical world.

Students will explore biochemical processes both from a chemical and physical perspective and relate major biological principles to social and technological systems.

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

PREREQUISITE: Successful Completion of Integrated Science I.

SPECIAL NOTE: This course is the second of a three year sequence of courses. Together, Integrated Science I, II, and III satisfy the science graduation requirement. NCAA

BIOLOGY 1

Credit 1 **20003100** **9-12**

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

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

PREREQUISITE: Earth/Space or Environmental Science or Science Department approval.

SPECIAL NOTE: NCAA

BIOLOGY 1 PRE-AP (A)

Credit 1 **20003201** **9-10**

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific

method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships.

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

PREREQUISITE: Earth/Space or Environmental Science and/or Science Department approval.

SPECIAL NOTE: NCAA

ADVANCED PLACEMENT BIOLOGY (A BF)

Credit 1 20003300 (T1) 9-12

Credit 1 20033400 (T2) 9-12

Advanced Placement Biology will provide students with a college level course in biology and will prepare the student to seek credit and/or appropriate placement in college biology courses. Topics will include but not be limited to: molecular and cellular biology, organismal biology, and population biology.

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

PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology Honors, and Chemistry I, plus Science Dept. approval.

SPECIAL NOTE: This course I paired with Pre-AP Biology. NCAA

ZOOLOGY

Credit 1 20004100 11-12

Zoology is designed to provide students with an in-depth study of the animal kingdom. Topics will include, but not be limited to: animal cell structure and function, animal genetics, animal classification and use of the taxonomic key, comparative invertebrate anatomy and physiology, comparative vertebrate and physiology, animal behavior, life cycles, and animal interrelationships with man.

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

PREREQUISITE: Integrated Science I and II, Biology, Biology Technology, or Biology I Honors.

SPECIAL NOTE: NCAA

MARINE SCIENCE 1 (BF)

Credit 1 20025000 11-12

The purpose of this course is to continue an in-depth study of the marine environment. Topics will include marine geological features, ecological chains, webs and cycles, chemical and physical properties of ocean waters, and the relationship between oceans and climate.

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

PREREQUISITE: Marine Science I

SPECIAL NOTE: NCAA

CHEMISTRY I (A BF)

Credit 1 20033400 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 that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: Successful completion of Algebra 1

SPECIAL NOTE: NCAA

CHEMISTRY I PRE-AP (A BF)

Credit 1 20033500 10-12

Chemistry I Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions.

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

PREREQUISITE: Successful completion of Algebra 1 and Science Dept. approval.

SPECIAL NOTE: NCAA

ADVANCED PLACEMENT CHEMISTRY (A BF)

Credit 1 20033600 (T1) 11-12

Credit 1 20033700 (T2) 11-12

Advanced Placement Chemistry will provide students with a college level course in chemistry and will prepare the student to seek credit and/or appropriate placement in college chemistry courses.

Topics will include but not be limited to: structure of matter, states of matter, chemical reactions, and descriptive chemistry.

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

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

SPECIAL NOTE: This course is paired with Pre-AP Chemistry. NCAA

ANATOMY AND PHYSIOLOGY (BF)

Credit 1 20003500 11-12

Anatomy and Physiology will provide students with general exploratory and advanced activities in structures and functions of the components of the human body. Topics will include but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

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

PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology I Honors.

SPECIAL NOTE: NCAA

FORENSIC SCIENCES II**Credit 1 20024900 11-12**

The purpose of this course is to provide opportunities to expand student knowledge of biology and physical sciences in a second year of forensics, and enable students to associate this knowledge with real-life applications. The content should include, but not be limited to, the following: implementation of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, chemical basis of heredity, DNA fingerprinting, and biotechnology, connections between the sciences and technology, society, and the environment, matter, energy, and the processes of life, investigative technologies and careers, forces and motion, the nature of matter. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of scientific principles and their relationship to society and the environment is encouraged.

Prerequisites: Forensics I

GENETICS**Credit 1 20024400 11-12**

Genetics is designed to bring insight into the world of DNA, Gene mapping, genetic technology and other applications and use of genetic material. Students will study current trends in scientific research while developing a full understanding of the biological processes that duplicate and transmit genetic material. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: Biology or Biology I Honors.

SPECIAL NOTE: NCAA.

SOCIAL STUDIES**WORLD GEOGRAPHY PRE-AP (A BF)****Credit 1 21033001 9**

Through World Geography Honors, an elective, students acquire understanding of the interrelationships between people and their natural and cultural environments and between nations and people in a geo-political context. Appropriate concepts and skills will be developed through study of physical geography, natural resources, and contemporary problems and conflicts stressing the economic, political, social, cultural, religious and historic aspects of human activity in and among selected world regions.

PREREQUISITE: NONE

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

A. P. HUMAN GEOGRAPHY (BF)**Credit 1 21034001 9-12**

Advanced Placement Human Geography, an elective, will emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth-century Europe. The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth. Content will include, but not be limited to,

how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena.

Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

PREREQUISITE: NONE

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

WORLD HISTORY (BF)**Credit 1 21093100 10**

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of 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. One credit of world history is required for graduation.

PREREQUISITE: Recommended for 10th Grade.

SPECIAL NOTE: SUS/BF/NCAA

WORLD HISTORY PRE-AP (A BF)**Credit 1 21093200 9-10**

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

PREREQUISITE: Recommended for 10th Grade, Department Guidelines.

SPECIAL NOTE: SUS/BF/NCAA

ADVANCED PLACEMENT WORLD HISTORY (A BF)**Credit 1 21094200 10-12**

The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the students, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. These themes will cover 4 chronological periods from approximately 1000 AD to the present with careful preparation in terms of previous developments known as the Foundations segment.

The themes include:

- Impact of interaction among major societies
- The relationship of change and continuity
- Impact of technology and demography on people and environment
- Systems of social structure and gender structure
- Cultural and intellectual developments

- Changes in functions and structures of states and in attitudes toward states and political identities

SPECIALNOTE: At this time DOE is not recommending this for graduation credit

AMERICAN HISTORY (A BF)

Credit 1 21003100 11

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

PREREQUISITE: Recommended for 11th Grade

SPECIAL NOTE: SUS/BF/NCAA

AMERICAN HISTORY PRE-AP (A BF)

Credit 1 21003200 11

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

PREREQUISITE: Recommended for 11th Grade

SPECIAL NOTE: SUS/BF/NCAA

ADVANCED PLACEMENT AMERICAN HISTORY (A BF)

Credit 1 21003300 11

Advanced Placement American History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

SPECIAL NOTE: SUS/BF/NCAA

AMERICAN GOVERNMENT/ECONOMICS (BF)

Credit 1 21063100 12

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

PREREQUISITE: Recommended for 12th Grade

SPECIAL NOTE: SUS/BF/NCAA

AMERICAN GOVERNMENT/ECONOMICS PRE-AP (A BF)

Credit 1 21063200 12

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

PREREQUISITE: Recommended for 12th Grade

SPECIAL NOTE: SUS/BF/NCAA

ADVANCED PLACEMENT AMERICAN GOVERNMENT & POLITICAL SCIENCE/ADVANCED PLACEMENT MICRO-ECONOMICS (A BF)

Credit .5 &.5 21064200/ (21064600) 12

Credit .5 &.5 21023600 /(21023300) 12

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

Advanced Placement Microeconomics gives students an opportunity to analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets. Students will also analyze price mechanism, resource allocation and income distribution. Students will understand fundamental economic concepts, vocabulary, and statistical

interpretation of economic data. Student will also gain an understanding of government's role in the capitalistic marketplace. Course outline will adhere to the College Board. Students may receive college credit after testing. This course qualifies for Florida Scholars Program. Students enrolled must take the AP exam. Fulfills the one-half credit requirement of economics for graduation.

PREREQUISITE: none

SPECIAL NOTE: SUS/BF/NCAA

SOCIAL STUDIES ELECTIVE COURSES

ADVANCED PLACEMENT PSYCHOLOGY (A BF)

Credit 1 21073500 10-12

Advanced Placement Psychology, an elective, will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

PREREQUISITE: NONE

Special Note: This course is paired with Psychology. SUS/BF/Medallion & Scholar only/NCAA

LAW STUDIES (BF)

Credit 1 21063500 11-12

Law Studies, an elective, will provide students the opportunity to acquire an understanding of the American legal process. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the constitution.

PREREQUISITE: None

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

ADVANCED PLACEMENT EUROPEAN HISTORY (A BF)

Credit 1 21093800 (T2) AP Euro 10-12

European History Advanced Placement, an elective, will provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. Appropriate concepts and skills will be developed in connection with the content. Integral components of this course will include the formation of generalizations from primary sources in history, the synthesis and

evaluation of information, the development of 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 European and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. The course outline will follow the guidelines of the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam.

PREREQUISITE: NONE

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

HISTORY OF THE HOLOCAUST

Credit 1 21094300 11-12

The History of the Holocaust, an elective, will cover the State Mandate, Florida Statute 233.061, requiring the inclusion of the period from 1933-1945 which studies the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity. The course is to be taught in a manner that leads to the investigation of human behavior, an understanding of the ramification of prejudice, racism and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

PREREQUISITE: None

SPECIAL NOTE: SUS BF/Medallion and Scholar Only, NCAA

INTERNATIONAL RELATIONS (HONORS)

Credit 1 21064400 10-12

International Relations, 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 this course.

PREREQUISITE: NONE

SPECIALNOTE: SUS/BF/Medallion Scholar only/NCAA

VISUAL ARTS

DRAWING & PAINTING 1 (BF)

Credit 1 01043200 10-12

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

PREREQUISITE: None

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

DRAWING & PAINTING 2

Credit 1 01043300 10-12

The purpose of this course is to enable students to develop intermediate-level perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

PREREQUISITE: Drawing and Painting I or Art teacher approval

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

DRAWING & PAINTING 3 HONORS

Credit 1 01044000 10-12

The purpose of this course is to enable students to develop advanced perceptual, observational and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.

PREREQUISITE: Drawing and Painting II or Art teacher approval

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

ADVANCED PLACEMENT ART:

DRAWING PORTFOLIO

Credit 1 01043000 11-12

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.

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

ADVANCED PLACEMENT ART 2-D:

DESIGN PORTFOLIO

Credit 1 01093500 11-12

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.

Special Note: Will meet graduation requirement for Performing Fine Arts. This course is designed for the advanced student who wishes to submit a 2-D Portfolio for consideration of advanced placement credit.

ART HISTORY III HONORS

Credit 1 010035000 11-12

The purpose of this course is to enable students to develop knowledge of the history and theory of art and the relationship between artist, artwork and society. Students will research and critique periods, styles and works of art from the 19th Century to the present. Emphasis shall be placed on the role of works of art based on subject matter, theme, concept, symbolism or allegory/metaphor.

The content should include, but not be limited to the following: Art vocabulary and visual language, periods, styles and genres, media, processes and techniques, contributions of major artists, artistic ideas, historical and cultural perspectives, personal and artistic criteria, elements of art and principles of design, critical thinking and visual analysis, information resources and strategies, personal and social benefits, community resources, and career opportunities.

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

ADV. PLACEMENT ART-HISTORY OF ART

Credit 1 01003000 11-12

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. The content should include, but not be limited to the following: Survey of Western art from 1400 to present, other artistic traditions that have influenced Western art during the period of study (e.g. Far Eastern, African and pre-Columbian), problems and topics in the study of art, the relationship of form and meaning in art, the relationship of art to its historical context.

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

3-D ART/SCULPTURE

Credit 1 01113000 10-12

The purpose of this course is to enable students to develop fundamental skills necessary to communicate a range of ideas using knowledge of three-dimensional art and sculpture media, design, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, standard and unconventional materials, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, career opportunities.

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

SCULPTURE 2

Credit 1 01113200 10-12

The purpose of this course is to enable students to develop intermediate-level skills in the use of sculpture media, design, processes and techniques. Emphasis shall be placed on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, additive and subtractive techniques, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, career opportunities.

PREREQUISITE: 3-D Art or Art teacher approval

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

CERAMICS/POTTERY 2

Credit 1 01023100 10-12

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non functional works of ceramics and pottery using intermediate-level hand-building and basic wheel-throwing techniques. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.

PREREQUISITE: 3-D Art or Art teacher approval

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

CERAMICS/POTTERY 3

Credit 1 01023200 10-12

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non functional works of ceramics and pottery using advanced hand-building, intermediate-level wheel-throwing, and firing techniques. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.

PREREQUISITE: 3-D Art and Ceramics/Pottery II or Sculpture II

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

PORTFOLIO 3 HONORS

Credit 1 01093300 11-12

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

PREREQUISITE: Art teacher approval

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

ADVANCED PLACEMENT ART 3-D: DESIGN PORTFOLIO

Credit 1 01093600 11-12

This advanced placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. 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, mass, volume, form, plane, light, pattern, texture, value, and color), advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, proportion/scale, symmetry/asymmetry, and anomaly development of proficiency in a variety of 3-D forms including but not limited to traditional sculpture, architectural models, apparel, ceramics, jewelry, and three-dimensional fiber arts or metal work advanced study of approaches to representation, abstraction, and expression, development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.

Special Note: Will meet graduation requirement for Performing Fine Arts. This course is designed for the advanced student who wishes to submit a 3-D portfolio for consideration of Advanced Placement credit.

THEATER ARTS

DRAMA I (ACTING I/COMP THEATRE I/STAGECRAFT I)

Credit 1 04003100 9-12

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

PREREQUISITE: None.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

DRAMA II

Credit 1 04003200 9-12

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 be limited to, the following: reading and interpretation of dramatic literature; techniques and mechanics of acting; set, costume, and lighting design; other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.

PREREQUISITE: One credit in drama.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

ACTING II & III

Credit 1 04003800 (II) 10-12

Credit 1 04003900 (III) 10-12

(II) The purpose of Acting II is to develop the acting skills of the student. The content should include, but not be limited to, the following: scene study, ensemble acting, various character studies, historical styles of acting.

PREREQUISITE: One credit in acting.

(III) The purpose of this course is to use acting skills. The content should include, but not be limited to, the following: acting techniques, character analysis, and auditioning methods.

PREREQUISITE: Two credits in acting.

(II-III) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

ACTING IV HONORS

Credit 1 04004000 10-12

The purpose of this course is to integrate acting skills for the career-oriented student. The content should include, but not be limited to, the following: audition methods, character analysis, and acting techniques, including mass media production.

PREREQUISITE: Teacher recommendation and school guidelines.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

COMPREHENSIVE THEATER II-IV

Credit 1 04004600 (II) 10-12

Credit 1 04004700 (III Honors) 11-12

Credit 1 04004800 (IV Honors) 12

(II) The purpose of this course is for career-oriented drama students to compare and analyze the interaction of various aspects of theatre. The content should include, but not be limited to, the following: directing, vocal techniques, movement, theory, production management, and script writing.

PREREQUISITE: One credit in comprehensive theatre.

(III) The purpose of this course is to evaluate and demonstrate the interaction of various aspects of theatre in different media. The content should include additional studies in directing, vocal techniques, movement, theory, production management, and script writing.

PREREQUISITE: Teacher recommendation and school guidelines.

(IV) The purpose of this course is to provide drama students an opportunity to synthesize and interpret integrated theatre fundamentals. The content should include advanced work, directing, vocal techniques, movement, theory, production management, and script writing.

PREREQUISITE: Teacher recommendation and school guidelines.

(II-IV) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

AMERICAN MUSICAL THEATER I-III

Credit 1 13004000(I) 10-12

Credit 1 13004100 (II) 11-12

Credit 1 13004201(III Honors) 12

Musical Theater provides an opportunity to study and perform scenes from varied styles of musical theater with special attention to the fundamentals of stage movement, acting, characterization, and all other aspects of the production of a musical. The content should include, but not be limited to, the following: performance and auditioning techniques (dance, acting, singing); music theory and sight singing; production techniques (lighting, sound, set design, costuming, make-up, stage direction); analysis and evaluation of musical theater performance; vocational and recreational pursuits in musical theater; connections between musical theater and other subject areas; role and influence of musical theater in history, culture, society, and individual lifestyles.

PREREQUISITE: None

SPECIAL NOTE: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day.

STAGECRAFT II-III

Credit 1 04004200 (II) 10-12

Credit 1 04004300 (III) 11-12

(II) The purpose of this course is to provide students with practical experience in stagecraft procedures. The content should include, but not be limited to, the following: study of scenery construction and set design; methods and procedures for sound, lighting, costuming, properties, and make-up in theatrical productions.

PREREQUISITE: One credit in stagecraft.

(III) The purpose of this course is to provide opportunities for experienced technical theatre students to expand their knowledge of technical theatre and to participate in theatrical events from a technical aspect. The content should include, but not be limited to, the following: in-depth analysis of design and construction of scenery, sound, lighting, properties, make-up, and costumes; study of various technical theories; and application of technical skills.

PREREQUISITE: Two credits in stagecraft.

(II-III) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

Stagecraft IV (Honors)

Credit 1 04004400 10-12

The purpose of this course is for experienced students to study and participate in dramatic productions and projects in technical theatre. The content should include, but not be limited to, the following: special uses of design and construction of scenery, sound, lighting, properties, make-up, and costumes in producing dramatic projects; and various technical theories.

PREREQUISITE: Teacher recommendation and school guidelines.

Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.

PLAY WRITING**Credit 1 1009350A 10-12**

The purpose of this course is to give students an introduction to the basic techniques employed in writing a play for the stage. The course is designed to integrate lecture, discussion and writing so that the student is familiar with the basic principles and vocabulary of dramatic writing. The content includes understanding the special demands of writing for performance; extensive practice in writing dialogue to provide character motivation, advance action, and give exposition; student writing of monologues, dialogues, scenes and plays; and preparation of individual original manuscripts for possible publication.

PREREQUISITES: None.**Special Notes: Elective credit.****THEATRE HISTORY AND LITERATURE I - III****Credit 1 04003500 (I) 10-12****Credit 1 04003600 (II Honors) 10-12****Credit 1 04004900 (III Honors) 11-12**

(I) The purpose of this course is to provide an opportunity for career-oriented students to study the historical elements and literature of theatre from antiquity to the Renaissance. The content should include, but not be limited to, the following: the styles, design, literary, and production aspects of theatre from antiquity through the Renaissance.

PREREQUISITE: None.

(II) The purpose of this course is to provide an opportunity for career-oriented students to study the historical elements and literature of theatre from the 17th century to the present. The content should include, but not be limited to, the following: the styles, design, literary, and production aspects of theatre from the 17th century to the present.

PREREQUISITE: Teacher recommendation and school guidelines.

(III) The purpose of this course is to provide an opportunity for career-oriented students to study the historical elements and literature of theatre in the 20th century with emphasis on theatre in the United States. The content should include, but not be limited to, the following: the styles, design, literary, and production aspects of U.S. theatre from the end of the 19th century to the present.

PREREQUISITE: Teacher recommendation and school guidelines.**(I-III) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts****INTRODUCTION TO FILM & ENTERTAINMENT****Credit 1 04006600 10-12**

Introduction to Film and Entertainment Course provides an introduction to all of the many aspects, roles, and careers associated with the film and entertainment industries. The content should include an overview of the many facets of television, film and entertainment production, but is not limited to, the following: technical terminology as applied to television, film and entertainment, the role and influence of television, film and entertainment in history, culture, society, and individual lifestyles; collaborative work ethic for television, film and entertainment; connection between television, film and entertainment and other subject areas; production techniques for television, film and entertainment (lighting, sound, scenic design, costuming, make-up, stage direction, commercial production, fashion photography,

animation, graphic design, stage choreography, as well as stage and business management); vocational and recreational pursuits in television, film and entertainment; and analysis, evaluation and critiquing of television, film and entertainment production and design.

PREREQUISITE: None.**Special Notes: Elective credit. Meets graduation requirements for Performing Fine Arts.****THEATRICAL DIRECTION I - II****Credit 1 04005000 (I) 11-12****Credit 1 04005100 (II Honors) 12**

(I) The purpose of this course is to introduce students to the fundamentals of directing. The content should include, but not be limited to, the following: play analysis, staging areas, movement, technical terms of the directing trade, and play production.

PREREQUISITE: One credit in beginning theatre arts class

(II) The purpose of this course is to provide an opportunity for advanced students to comprehend, analyze, apply, synthesize, and evaluate directing techniques. The content should include, but not be limited to, the following: functions of directing, vocabulary, applying directing techniques by directing a one-act play, casting a production, and applying directing procedures in rehearsal and performance.

PREREQUISITE: One credit in beginning theatre arts class**(I-II) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.****COSTUME DESIGN****Credit 1 04005200 10-12**

The purpose of this course is to provide an opportunity for the technically inclined student to demonstrate, apply, analyze, synthesize, and evaluate the techniques of costume design. The content should include, but not be limited to, the following: functions of costumes, vocabulary, historical development, construction, and design techniques.

PREREQUISITE: None.**Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.****STAGE MAKE-UP I - II****Credit 1 04005300 10-12****Credit 1 04006100 10-12**

(I) The purpose of this course is to provide an opportunity for the technically inclined, as well as professionally aspirant actors, to demonstrate comprehension, application, analysis, synthesis, and evaluation of basic make-up techniques. The content should include, but not be limited to, the following: functions of make-up, vocabulary, historical development, application techniques, and design techniques.

PREREQUISITE: None.

(II) The purpose of this course is to provide an opportunity for aspirant actors to demonstrate comprehension, application, analysis, synthesis, and evaluation of advanced make-up techniques. The content should include, but not be limited to, the following: vocabulary, application techniques, design techniques, wig making, beard building, and special effects make-up for camera (TV/Film).

PREREQUISITE: Teacher recommendation and school guidelines.**(I-II) Special Note: Elective credit. Meets graduation requirements for Performing Fine Arts.**

DUAL ENROLLMENT COURSES IN DRAMA
College Credit 3 High School Credit .5 THE
2300

A course designed to acquaint the student with the elements of theatre and how they combine and interact to create the live theatre experience. Lecture and discussion will investigate the nature of art of theatre, while the viewing of video-taped and live stage plays will furnish examples of the various dramatic genres, including tragedy, comedy and musical theatre. Meets Area 2D general education requirements for the A.A. degree. Meets Area 2 or 5 general education requirements for the A.S. degree

Prerequisite: Duel enrollment application from Guidance Office at Western High School.

MUSIC

Note: Musical organization courses require a full year (two terms) of instruction.

COMPREHENSIVE MUSICIANSHIP
(BEGINNING BAND)

Credit 1 13003500 9-12

Comprehensive Musicianship I-II provides an opportunity for the career-oriented student of music to learn to recognize, describe, compare, and analyze the interrelationships of music. Student performance standards will determine the levels (I-II) of assignment and achievement.

PREREQUISITE: Instructor’s approval

SPECIAL NOTE: Will meet graduation requirements for Performing Fine Arts,

CONCERT BAND I & II

Credit 1 13023001 9
Credit 1 13023000 (I) 10
Credit 1 13023100 (II) 10

Band provides students with instruction in the development of technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation and expressive performance markings, individual and ensemble performance techniques, and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: production of a characteristic tone on wind and percussion instruments; ensemble performance techniques, including phrasing, articulation, blend, balance, and intonation; response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation techniques; evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and a listener; responsible participation in music activities; importance of music in everyday life. Content must cover all Sunshine State Standards.

SPECIAL NOTE: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course generally requires extra rehearsals and performances beyond the school day.

REGULAR PREREQUISITE: Instructor’s approval

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

WIND ENSEMBLE

Credit 1 13023200 (Band III) 10-12
Credit 1 13023300 (Band IV) 10-12
Credit 1 13023600 (Orchestra I) 10-12
Credit 1 13023700 (Orchestra II) 10-12
Credit 1 13024600 (Instr. Ensemble I) 12
Credit 1 13024700 (Instr. Ensemble II) 12
Credit 1 13023401 (Band V Honors) 11-12
Credit 1 13023501 (Band VI Honors) 11-12

Band provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding, and aesthetic appreciation needed to perform selected band literature. Activities will include marching, concerts, festivals, evaluations, etc. Honors credit is available. Student performance standards will determine the levels of assignment and achievement. Enrollment in this course requires student participation beyond the regular school day!

PREREQUISITE: Audition and Instructor’s approval. Instructor’s signature for Honors Band. Band fee is required.

BAND AUXILIARIES (EURHYTHMICS)

Credit 1 13053001 (Eurhythmics 1) 9
Credit 1 13053000 (Eurhythmics 1) 10
Credit 1 13053100 (Eurhythmics 2) 10
Credit 1 13053200 (Eurhythmics 3) 10-11
Credit 1 13053300 (Eurhythmics 4) 11-12
Credit 1 03003800 (Dance Choreography) 12

Eurythmics I-IV 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 (I-IV) of assignment and achievement.

PREREQUISITE: None

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.

GUITAR I

Credit 1 13013200 (Guitar I) 10-12

Guitar is 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 should include, but not be limited to, the following: performance of a variety of guitar literature using appropriate articulations, dynamics, phrasing, tempo, and style; use of proper posture, hand position, fingering, and technique; interpretation of melodic and rhythmic

notation in a variety of key signatures and meters; composition, arrangement, and improvisation techniques; analysis and evaluation of individual and ensemble performance; responsible participation in music activities; roles and influence of guitar music and musicians in culture, society, and everyday life.

PREREQUISITE: Instructor's approval

SPECIAL NOTE: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day.

Western Concert Choir

CHORUS H/L I & II

Credit 1 1303360A (Choir I) 9

Credit 1 1303370A (Choir II) 9

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

SPECIAL NOTE: This course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course generally requires extra rehearsals and performances beyond the school day.

REGULAR PREREQUISITE: None or Instructor's approval (depending on level).

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

WESTERN SINGERS

Credit 1 13033000 (Chorus 1) 10-12

Credit 1 13033100 (Chorus 2) 10-12

Credit 1 13033200 (Chorus 3) 10-12

Credit 1 13033300 (Chorus 4) 10-12

Credit 1 13033400 (Chorus 5) 11-12

Credit 1 13033500 (Chorus 6) 11-12

Western Singers provides performance opportunities in large and small, specifically voiced ensembles for students who have displayed a high degree of motivation, talent and musical/vocal skills. Instruction will provide for the further development and refinement of vocal production techniques and music literacy, particularly sight singing. Activities may include: concerts,

festivals, evaluations, etc. Student performance standards will determine the level of assignment and achievement. Students will participate in a minimum of two performances. By enrolling in this course, the student is accepting responsibility to meet required performances. Enrollment in this course requires student participation beyond the regular school day.

PREREQUISITE: Audition and instructor's approval

Special Note: Satisfies fine arts requirement. A chorus fee is required. **HONORS CREDIT AVAILABLE.** Chorus is a 2 semester enrollment (full year).

MUSIC MEDIA & TECHNOLOGY

Credit 1 13043000 (Electronic Music I) 10-12

Music Media and Technology provides opportunities for students to develop skills in the maintenance and use of instruments and equipment for sound reinforcement, reproduction, and creation. Students will apply knowledge of theoretical, and physics-related aspects of sound and music. The content should include, but not be limited to, the following: care and maintenance of electronic musical instruments, public address systems, stereo, and related computer equipment; 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.

SPECIAL NOTE: Will meet graduation requirements for Performing Fine Arts, The course requirements contained in this course description are designed for a one credit course. After-school activities, including rehearsals, recording sessions, concert attendance, and other performances may be included as part of this course.

KEYBOARD I

Credit 1 13013600 10-12

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: The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day.

MUSIC THEORY

Credit 1 13003000 10-12

Music theory enables students to understand the analysis and application of musical fundamentals, and their use in various historical periods. The content should include, but not be limited to, the following: exploration of the structure of music composition through written analysis and performance; ear training; sight singing; harmonic notation; composition, arrangement, and improvisation techniques; four-part harmony; analysis of musical events and elements in a composition; evaluation of music and musical performances; connections between music and other subject areas; roles and influence of music and musicians in history, culture, society, and everyday life.

PREREQUISITE: None

SPECIAL NOTE: Satisfies fine arts requirement. The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases.

ADVANCED PLACEMENT MUSIC THEORY

Credit 1 13003300 10-12

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

PREREQUISITE: Instructor's approval

SPECIAL NOTE: Will meet graduation requirements for Performing Fine Arts. Elective credit only

PHYSICAL EDUCATION

Note: Students may not enroll in a Physical Education course more than once. Duplication of courses will result in loss of credit. Students that need to take both Personal Fitness and Health will be required to take HOPE.

HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE)

Credit 1 30260100 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 related fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol, and other drug use and abuse – risk protective factors.

PREREQUISITE: None

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

HEALTH I - LIFE MANAGEMENT SKILLS

Credit 1 08003000 10-12

Health I provides students with opportunities to develop and enhance critical life management skills necessary to make sound

decisions and take positive actions for healthy and effective living. The content should include, but not be limited to, the following:

- positive emotional development
- marriage and relationship skills based education
- parenting skills
- nutrition
- drug education
- consumer education
- cardiopulmonary resuscitation (CPR)
- disease prevention and control, including HIV/AIDS and other STDs
- family life education, including the benefits of sexual abstinence and consequences of teenage pregnancy
- hazards of smoking
- breast cancer detection and self-examination

PREREQUISITE: None

Special Note: Meets graduation requirement for Health/Life Management Skills

PERSONAL FITNESS

Credit 1 15013000 10-12

Personal Fitness provides students with opportunities to develop an individual optimal level of physical fitness. acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness.

PREREQUISITE: None

Special Note: This course required for graduation when paired with another physical education course if this option is chosen. Also, if this option is chosen, the student must also take Life Management Skills.

BASKETBALL

Credit 1 15033100 10-12

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

PREREQUISITE: None

SOFTBALL

Credit 1 15033300 10-12

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

PREREQUISITE: None

Media Technology, PC Support Services, and Web Design Services programs.

PREREQUISITE: NONE

SPECIAL NOTE: Introduction to Information Technology is equivalent to Computing for College and Careers EXCEPT in the Academy of Information Technology and Network Systems Administration programs

DIGITAL DESIGN 1 (DESKTOP PUBLISHING)

Credit 1 82095100 10-12

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

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

WEB DESIGN

Credit 1 82071100 10-12

This course provides a basic overview of the Internet and an introduction to Web page design. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design with software commonly used in business such as Microsoft FrontPage. This course is part of the Web Design Services program.

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

COMMUNICATION TECHNOLOGY

This program should be strongly considered by those aspiring to enter any field of communication. This program qualifies for the Gold Seal Scholarship. Gold Seal Scholarship is a seventy-five percent tuition paid scholarship in any Florida State College or Technical School

COMMUNICATION TECHNOLOGY 1 (TP)

Credit 1 86010100 10-11

This is the first of three courses that must be taken sequentially to complete the program. This course provides the study of offset reproduction, photography, screen-printing, and finishing operations, Internet usage and computer related software. Students will utilize scanners and computer-generated imagery to conduct research and provide the technical knowledge and skills in advanced printing. Complete program consists of Communications Technology I, Communications Technology II and Communications Technology III.

PREREQUISITE: NONE (TP) indicates a course leading to a Tech Prep area of study

SPECIAL NOTE: BF/Gold Seal Only

COMMUNICATION TECHNOLOGY 2 (TP)

Credit 1 86010200 10-12

This is the second of three courses that must be taken sequentially to complete the program. This course provides advanced study of offset production, screen-printing and photography. Activities related to the total production of printed material from layout to final copy. Complete program consists of Communications Technology I, Communications Technology II and Communications Technology III.

PREREQUISITE: Communications Technology I

(TP) indicates a course leading to a Tech Prep area of study. **SPECIAL NOTE:** BF/Gold Seal Only

COMMUNICATIONS TECHNOLOGY 3 (TP)

Credit 1 86010300 11-12

This is the third of three courses, which must be taken sequentially to complete the program. This course provides for the advanced individual study related to Graphic Arts utilizing skills from Communications Technology I and Communications Technology II courses. Complete program consists of Communications Technology I, Communications Technology II and Communications Technology III.

PREREQUISITE: Communications Technology II

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only

TECHNOLOGY STUDIES

The complete Tech Ed. program consists of Technology Studies 1, 2 & 3, which must be scheduled sequentially. This is a hand-on, project base program of study. The entry-level course provides students with a foundation in the design process, critical thinking skills, use of tools and machines and design on the computer. The second course provides students with an exposure to a variety of technology-based applications and their related hardware and equipment. The final course provides for the advanced individual and group study relating to technology utilizing skills from the first and second course offerings.

TECHNOLOGY STUDIES 1 (TP)

Credit: 1 86005100 9-11

This is the first of three courses that must be taken sequentially to complete the program. This course provides students with a foundation of knowledge and technically oriented experiences in the study of the applications of technology and its effects upon our lives and the choosing of an occupation. The complete program consists of Technology Studies I, Technology Studies II, and Technology Studies III.

PREREQUISITE: None

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only

ENGINEERING TECHNOLOGY I

Credit: 1 86005700 9-11

This course is the first of three courses required to complete the program that must be scheduled sequentially. This course provides the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. It explores the usage of

Industry Standard-based software applications to provide a greater understanding of this field and its related occupations.

PREREQUISITE: NONE

SPECIAL NOTE: BF/Gold Seal Only

ENGINEERING TECHNOLOGY II

Credit 1 86006700 10-12

This course is the first of three courses required to complete the program that must be scheduled sequentially. This course provides the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. It explores the usage of Industry Standard-based software applications to provide a greater understanding of this field and its related occupations.

PREREQUISITE: NONE

SPECIAL NOTE: BF/Gold Seal Only

DIVERSIFIED COOPERATIVE TRAINING

DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES (TP)

Credit 1 83030100 11-12

This is the first of four required courses to complete the Diversified Career Technology Program. This course is designed to enable each student to demonstrate employability skills; environmental, health, a safety issues; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor issues; America's economic principles; entrepreneurship principles; planning methods to life and career goals; and industry/technology principles in the workplace. The Career Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills.

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. (TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS (TP)

Credit 1 83030200 11-12

This course is designed to enable each student to apply environmental, health, and safety issues; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. The Career Education Clubs of Florida/Business Professionals of America (CECF/BPA) activities provide leadership training experiences and reinforce specific

vocational skills. These activities are considered an integral part of this instructional program.

PREREQUISITE: Diversified Career Technology Principle and concurrent enrollment in DCT OJT

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. (TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

DIVERSIFIED CAREER TECHNOLOGY MANAGEMENT

Credit 1 83030300 12

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training. The Career Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills.

PREREQUISITE: Diversified Career Technology Principles 1. (TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

DIVERSIFIED CAREER TECHNOLOGY (OJT)

Credit 1 83004100 (term1) 12

Credit 1 83004101 (term2) 11-12

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training. The Career Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills.

PREREQUISITE: Diversified Career Technology Principles or concurrent enrollment in any diversified Career Technology.

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

AGRIBUSINESS AND NATURAL RESOURCES

AGRISCIENCE FOUNDATIONS I(TP)

Credit 1 81068100 10-12

This course is the first of three in the Environmental Horticulture Cluster, developed as a core and is designed to develop competencies in the areas of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety; principles; agricultural marketing; and human relations skills.

PRE REQUISITE: NONE.

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only

INTRODUCTORY HORTICULTURE II (TP)

Credit 1 81215100 10-12

This is the second of three courses in the Environmental Horticulture Cluster that must be taken sequentially, developed as a core. It is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control; pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

PRE REQUISITE: Agriscience Foundations

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only.

HORTICULTURAL SCIENCE III (TP)

Credit 1 81215200 10-12

This is the third of three courses in the Environmental Horticulture Cluster, which must be taken sequentially, developed as a core. It is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; record keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulation; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

PRE REQUISITE: Agriscience Foundations, Introductory Horticulture. **(TP) indicates a course leading to a Tech Prep area of study.** **SPECIAL NOTE:** BF/Gold Seal Only.

HORTICULTURAL SCIENCE & SERVICES IV (TP)

Credit 1 81216100 10-12

This is the first of three courses that must be scheduled for one, two, or three sequential periods. All three courses must be taken for program completion. This content includes, but is not limited to, instruction that prepares individuals to produce flowers, foliage, and related plant materials in fields and greenhouses for ornamental purposes, and to arrange, package, and market these materials. Subject matter also includes preparation of planting media, fertilization, mechanics, propagation, pruning, irrigation, disease and insect control, harvesting, marketing, maintenance and operation of equipment, as well as employability, communication and human relations skills. Complete program consists of Horticultural Science And Services 4, 5 & 6.

PRE REQUISITE: Environmental Horticulture Core Program.

(TP) indicates a course leading to a Tech Prep area of study

SPECIAL NOTE: BF/Gold Seal Only.

HORTICULTURAL SCIENCE & SERVICES V (TP)

Credit 1 81216200 11-12

This course is the second of three courses which must be scheduled for one, two or three sequential periods. All three courses must be taken for program completion. Complete program consists of Horticultural Science And Services 4, 5 & 6.

CO REQUISITE: Horticultural Science And Services (4). **PRE REQUISITE:** Environmental Horticulture Core Program.

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only.

HORTICULTURAL SCIENCE AND SERVICES /NURSERY OPERATIONS VI (TP)

Credit 1 81216300 11-12

This course is the third of three courses that must be scheduled for one, two or three sequential periods. Complete program consists of Horticultural Science And Services 4, 5 & 6.

CO REQUISITE: Horticultural Science And Services 4 & 5

PRE REQUISITE: Environmental Horticulture Core program.

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only

AQUACULTURE I

Credit 1 81120000 10-12

This course is designed to develop competencies in the areas of the production and harvesting of aquatic animals and plants. Instruction will include the global importance of agriculture, the elements of the agricultural industry: planning, management, finance, technical and production skills, safe hand-tool use; and employability skills.

PRE REQUISITE: Aquaculture 2 (8401)

(TP) indicates a course leading to a Tech Prep area of study.

SPECIAL NOTE: BF/Gold Seal Only

FAMILY AND CONSUMER SCIENCES

Note: Membership in FCCLA, National Student Organizations (formerly named FHA and HERO), is part of being a Family and Consumer Science Student! (TP) indicates a course leading to a Tech Prep area of study.

*When registering for two .5 credit courses, use the first number listed.

CHILD DEVELOPMENT/PARENTING SKILLS

Credit .5 85003100* (Child Dev.) 9-12

Credit .5 85003000 (Parenting Skills) 9-12

(Child Development) The purpose of this course is to prepare students to understand the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child's growth. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities may provide the application of current technology in the development of age appropriate materials, observation and simulated projects.

Family, Career and Community Leaders of America, is the appropriate career and technical student organization (ctso) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

PREREQUISITE: None

Does not qualify for GOLD SEAL Scholars Award

(Parenting Skills) The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society. The content includes, but is not limited to, parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

Family, Career and Community Leaders of America, is the appropriate career and technical student organization (ctso) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

PREREQUISITE: NONE

Does not qualify for GOLD SEAL Scholars Award

EARLY CHILDHOOD EDUCATION I (TP)

Credit 1 85032110 10-12

This course covers the 10 and 20 hour competencies for the Department of Children and Families and general competencies for initial employment. (Please see Special Notes of framework concerning certificates). 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.

Family, Career and Community Leaders of America, is the appropriate career and technical student organization (ctso) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

PREREQUISITE: None

(TP) indicates a course leading to a Tech Prep area of study

Qualifies for GOLD SEAL Scholars Award if 3 credits are earned within the same technical program.

EARLY CHILDHOOD EDUCATION II (TP)

Credit 1 85032120 (II) 11-12

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 Education 1

COREQUISITE: Early Childhood Education 3

SPECIAL NOTE: Early Childhood Education 2 and 3 should be offered in a two/three hour block.

(TP) indicates a course leading to a Tech Prep area of study.

Qualifies for GOLD SEAL Scholars Award if 3 credits are earned within the same technical program

EARLY CHILDHOOD EDUCATION III (TP)

Credit 1 85032130 (III) 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 Education 1 and 2

COREQUISITE: Early Childhood Education 2.

SPECIAL NOTE: Early Childhood Education 2 and 3 should be offered in a two/three hour block

(TP) indicates a course leading to a Tech Prep area of study.

Qualifies for GOLD SEAL Scholars Award if 3 credits are earned within the same technical program

EARLY CHILDHOOD EDUCATION IV (TP)

FAMILY & CONSUMER DIRECTED STUDY (TP)

Credit 1 85032140 12

Credit 1 85001000 12

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

PREQUISITE: Early Childhood Education I, 2, 3

Local Honors Designation is available for ECE 4 only

(TP) indicates a course leading to a Tech Prep area of study.

Qualifies for GOLD SEAL Scholars Award if 3 credits are earned within the same technical program

HEALTH SERVICE OCCUPATIONS

MEDICAL SKILLS AND SERVICES

Credit 1 84003200 9-12

This course provides students with practical competencies related to health decisions all individuals will make during their lifetime. Content includes common health skills, information related to disease prevention and maintenance of health, safety practices in carrying out medical instructions, adapting health principles to the home, legal aspects for the health consumer, and exploration of services provided by health professionals and community health agencies.

PREREQUISITE: NONE

HEALTH SCIENCE I (TP)

Credit 1 84171000 10-12

This course is part of a program composed of Health Science I, Health Science II and Allied Health Assisting III. Health Science I or Anatomy and Physiology are taken as a prerequisite to Health Science II and Allied Health Assisting III. This course includes

scientific concepts and Medical Terminology relating to health care based on structure and function of the body systems in health and disease.

PREREQUISITE: Instructor approval is recommended.
(TP) indicates a course leading to a Tech Prep area of study

HEALTH SCIENCE II (TP)

Credit 1 84171100 11-12

This course is part of a program consisting of Health Science I, Health Science II, and Allied Health Assisting III. Following completion of Health Science I or Anatomy and Physiology, Health Science II, and Allied Health Assisting III may be taken. This course provides the opportunity to explore the characteristics of workers in major health career clusters. Also included are communication skills, legal and ethical practice, safe work practices, leadership and employability skills. Classroom laboratory and off campus field trip experiences are correlated with theory. The students receive certification in Health Provider CPR, Bloodborne pathogens, and tuberculosis.

PREREQUISITE: Health Science 1, or Anatomy and Physiology. Instructor approval is recommended.

(TP) indicates a course leading to a Tech Prep area of study

ALLIED HEALTH ASSISTING III (TP)

Credit 1 84171310 11-12

This honors course is part of a program consisting of Health Science I, Health Science II, and Allied Health Assisting III. Following completion of Health Science I or Anatomy and Physiology, Health Science II, Allied Health Assisting 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. Upon completion of Allied Health Assisting 1-3, students may be eligible for Technical Dual enrollment their senior year. Please see counselor for more information.

PREREQUISITE: Health Science 1 & 2. Instructor approval is recommended. (TP) indicates a course leading to a Tech Prep area of study. One Science credit is given for students who complete all 3 of the following courses: Health Science 1, Health Science II or Anatomy or Physiology and Allied Health Assisting III. They may also take a Medical Term exam which can provide three college credits at Broward Community College if passed.

HEALTH OCCUPATIONS DIRECTED STUDY (TP)

Credit 1 84001000 11-12

This course may be taken only by a student who has completed or is currently completing Allied Health Assisting 3. The content is prescribed by the instructor based upon the individual student's identified health career interest. An individual instructional plan is developed by the instructor, with specific student performance standards which must be mastered to earn credit. Off campus clinical learning experiences are required.

PREREQUISITE: Current enrollment in Allied Health Assisting 3 and completion of Health Science 1 or Anatomy & Physiology, Health Science 2 and Allied Health Assisting 3

(TP) indicates a course leading to a Tech Prep area of study.

The purpose of the Academy of Finance is to educate students about the financial industry and about the finance area of other industries as well as personal financial literacy. The program focuses on broad, transferrable skills and stresses the understanding and demonstration of the following elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; health, life and disability insurance. Students may enter the Academy of Finance in their sophomore or junior year and must take all five (5) courses to complete the program. The five courses that make up the program are: Financial Computing, Financial Accounting, Financial Operations, AOF Summer Internship (paid), and Financial Planning.

FINANCIAL AND BUSINESS TECHNOLOGY (TP)

Credit 1 88151500 10-11

This beginning course in the Academy of Finance Program provides the student with a basic knowledge of business and finance software applications. Hands-on micro-computer applications with commercially prepared software in the areas of word-processing, spreadsheets, data-base management, business records, bookkeeping, and web-page design. Learning activities, in and out of the classroom, are an integral part of this program. DECA and Financiers activities provide leadership training experiences and reinforce specific technical skills. These activities are considered an integral part of this instructional program.

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.

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

ACCOUNTING APPLICATIONS I (TP)

Credit 1 82033100 10-12

This is the accounting course in the Academy of Finance Program. There is focus on the accounting cycle for both business and manufacturing industries through the trial balance and adjusting entries. Students learn how to use special journals, ledgers, and controlling accounts. In addition, they prepare financial statements for single proprietors, partnerships, and corporations. An emphasis is placed on the analysis and interpretation of financial reports. Learning activities, in and out of the classroom, are an integral part of this program. DECA and Financiers activities provide leadership training experiences and reinforce specific technical skills. These activities are considered an integral part of this instructional program.

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.

ACADEMY OF FINANCE

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level

FINANCIAL OPERATIONS HONORS (TP)

Credit 1 88151100 10-12

The financial aspect of this honors course in the Academy of Finance Program presents basic topics in Macro and Micro economics, and the principles and practices of banking, credit and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, taxation and budgeting, and labor management relations. The students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System and modern trends in the banking industry. The students are introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds. Learning activities, in and out of the classroom, are an integral part of this program. DECA and Financiers are the co-curricular student organizations which provide leadership training experiences and reinforce specific technical skills. These activities are considered an integral part of this instructional program.

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.

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

FINANCIAL INTERNSHIP HONORS (TP)

Credit 1 88151300 11-12

The financial internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the financial services industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction in the Academy of Finance Program. The student/intern must work a minimum of 150 hours and create a job performance portfolio to earn school credit.

PREREQUISITE: Financial Operations and Financial Computing.

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.

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level

PERSONAL FINANCIAL PLANNING HONORS (TP)

Credit 1 88151200 11-12

This honors course in the Academy of Finance Program develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking and financial goals. The students are provided with the concepts needed to understand international trade. The students are made aware of the

career opportunities offered by lending institutions. Learning activities, in and out of the classroom, are an integral part of this program. DECA and Financiers provide leadership training experiences and reinforce specific technical skills. These activities are considered an integral part of this instructional program.

PREREQUISITE: Financial Operations

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.

(TP) indicates a course leading to a Tech Prep area of study and articulation at the post secondary level.

U.S. ARMY J.R.O.T.C

The JROTC program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Our focus is reflected in our mission statement, "To motivate young people to be better citizens."

LEADERSHIP, EDUCATION AND TRAINING 1

Credit 1 18013000 9-11

Credit 1 18033000 9-11

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

PREREQUISITE: None.

LEADERSHIP, EDUCATION AND TRAINING 2

Credit 1 18013100 (T1) 10-11

Credit 1 18033100 (T2) 10-11

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

LEADERSHIP, EDUCATION AND TRAINING 3

Credit 1 18013200 (T1) 11-12

Credit 1 18033200 (T2) 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

LEADERSHIP, EDUCATION AND TRAINING 4

Credit 1 18013300 (T1) 12

Credit 1 18033300 (T2) 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

JROTC HONORS PROGRAM

Students in JROTC who have demonstrated outstanding academic capabilities and leadership development after their first full year, will have the opportunity to receive honors credit. A one-hour honors elective course credit worth 5 quality points will be available for grade levels 10, 11 and 12. It will be available for cadet leaders who meet enrollment criteria and are directly responsible for 5 to 10 junior cadets or cadets who normally have additional duties that

directly affect the overall program. Additional topics in the honors course include subordinate counseling techniques, effective listening, classroom instruction principals and methods, extemporaneous speaking, service learning projects, and developing and presenting lesson plans.

Teacher Recommendation assigned once courses begin.



Clubs and Activities

Clubs and Extracurricular Activities

Academic Games Team
American Sign Language Club
Art Club
Best Buddies
Business Professionals of America
Computer Club
Debate Club
Drama Club
Ecology Club
First Priority
Future Educators of America
GREET
Health Occupations Students of America (HOSA)
Helping Every Little Person
Human Relations Council
Interact Club
Japanese Club
Key Club
Mu Alpha Theta
National Honor Society
Quill and Scroll
Readers Inc. Book Club
Relay for Life
Smile Club
Spanish Club
Student Government Association
Students Against Destructive Decisions (SADD)
Students Working Against Tobacco Use (SWAT)
Teens Against Tobacco Use (TATU)
Youth Crime Watch of America

Advisory Committees

Guidance Advisory Board
School Advisory Council
School Advisory Forum

Co-Curricular

Academy of Finance
Band
Chorus
Color Guard
DCT
DECA
Family, Career, and Community Leaders of America (FCCLA)
Junior Reserve Officer Training Corps (JROTC)
Newspaper (Paw Prints)
Yearbook

Athletics

Baseball
Basketball - Boys and Girls
Cheerleading
Cross Country - Boys and Girls
Flag Football
Football
Golf - Boys and Girls
Soccer - Boys and Girls
Softball
Swimming - Boys and Girls
Track - Boys and Girls
Tennis - Boys and Girls
Volleyball - Boys and Girls
Water Polo - Boys & Girls
Golf - Boys & Girls
Wrestling



ONLINE COURSE AND SCHEDULE SELECTION

All Western High students will select their courses online. Students and parents will still need to fill out and sign a course selection worksheet which they will need to complete and return to their guidance counselors. After course requests are entered online, their counselors will review the requests and the student selections sheets. Before students will be allowed to set their schedule for the following school year, the counselors will complete an on-line approval based upon the selection sheet and course pre-requisites. Please note **STUDENTS WILL NOT BE ABLE TO SELECT SPECIFIC TEACHERS** as part of this process.

To aid with this process, students should take very seriously the selection of alternate courses as their first choice may not be available or able to fit in the schedule. Please use the course selection card to select and plan for the course selection process. Guidance counselors will be available to assist students in the course selection process. Again, please note that both students and parents will need to sign the course selection worksheet. Until this is done, the student will not be able to continue with the second phase of schedule selection. The school will retain this worksheet for recordkeeping. Therefore, if the student or parent would also like a copy, please make one before selections are made. When making course selections, students and parents should be aware that some schedules will change based on the need for remediation as identified by FCAT results. We hope this process will improve the speed and accuracy with which courses are selected and students are scheduled. As always, we appreciate any input on this process.