

NPHS

Program of Studies 2024-2025

6400 West Price Boulevard

North Port, FL 34291

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<https://www.sarasotacountyschools.net/northporthigh>

North Port High School
6400 West Price Boulevard
North Port, FL 34291
Phone (941) 423-8558 • Fax (941) 423-3199



Dear Parents and Students,

This High School Program of Study booklet is intended to provide valuable information to allow you and your parents to make selections that will best prepare you for future success. It has been designed to explain the rich variety of challenging and rigorous choices available to you.

Of special note, North Port High School is most pleased to be an official **Cambridge AICE School, a Florida Arts Model School (FAMS), and the South County Visual and Performing Arts Magnet School**. The Cambridge AICE (Advanced International Certificate of Education) program provides a high-quality diploma which prepares young people for honors degree programs and offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. Please check our NPHS website for additional information and link: <http://sarasotacountyschools.net/schools/northporthigh/>

The course offerings are built to give you choices based on your future goals. In general, I encourage you to work with your teachers and counselors to make decisions appropriate for achieving your individual goals. We are continuing to explore ways to introduce more rigor, relevancy, diversity, and specialization to our high school course offerings. (Our School Counselors will be able to fully explain courses that are implemented after the printing of this booklet.)

The high school experience starts in the classroom. The choices you make can and will impact your future. As Principal, I urge you to take full advantage of the courses that are provided at North Port High School. Your success is our greatest achievement, and we are committed to your continued development.

Please carefully review the information about the requirements for graduation, and specialized programs for students with learning disabilities or students whose first language is other than English. As a family, please make the most appropriate choices for your student.

When selecting courses, please keep in mind what your ultimate goals are and how courses can fit into that plan. Those students who plan effectively and take advantage of the programs offered at the school are the students who are best prepared for success after high school.

It is our pleasure to be “Working as One for the Success of All”.

Sincerely,
Mrs. Shannon Fusco, Principal
North Port Works! North Port Wins



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Counseling Web Site

www.sarasotacountyschools.net/schools/northporthigh/

Find and click "Parents & Students" → Find and click "North Port High Guidance"

Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]).
(See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

“Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

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

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

[FL DOE Site](#)

Grade Classification & High School Promotion

As you earn credits toward graduation you move from freshman to sophomore, then junior, then senior. The credits you earn each year determine your promotion and grade classification.

Grade Point Average (GPA)

A student's Grade Point Average (GPA) is used for determining graduation eligibility, eligibility for special scholarships and eligibility for extra-curricular activities, such as athletics.

You must earn a minimum cumulative GPA of an unweighted 2.0, on a 4.0 scale, to graduate. Some courses are weighted (given extra points) that will cause a GPA to exceed the 4.0 rating.

Quality points are assigned as follows:

<u>Progress Level</u> <u>Definitions</u>	<u>General Education</u> <u>Quality Points</u>	<u>Honors & Pre-AICE</u> <u>Quality Points</u>	<u>AICE, AP, & DE</u> <u>Quality Points</u>
Outstanding Progress	A = 4	A = 5	A = 5.5
Above Average Progress	B = 3	B = 4	B = 4.5
Average Progress	C = 2	C = 3	C = 3.5
Lowest Progress	D = 1	D = 2	D = 2.5
Failure	F = 0	F = 0	F = 0

Grades shall be calculated for each year-long course using the following process:

- The nine (9) week grade: by averaging the grades from all course work during the 9 weeks
- The semester grade: average of each nine (9) week grade and counting semester exam

Grades shall be calculated for each blocked course using the following process:

- The nine (9) week grade: by averaging the grades from all course work assigned during the 9 weeks
- The semester grade: nine (9) week grade averaged with semester exam

Final grade for courses with an End of Course (EOC) exam (Algebra I, Geometry, Biology, and US History) will be determined by:

- The 1st semester and exam grade counting 35%
- The 2nd semester grade counting 35%
- The End of Course (EOC) assessment counting 30%

Grades

The grading scale at North Port High School is:

A	=	90 – 100 Outstanding Progress
B	=	80 – 89 Above Average Progress
C	=	70 – 79 Average Progress
D	=	60 – 69 Lowest Acceptable Progress
F	=	59 – 0 Failure

P = Passes, Credits, No GPA
W = Withdrawn



High School Promotion

To be Promoted	Required Credits Earned	Courses Required
9 th Grade	Promotion from 8 th	
10 th Grade	4	
11 th Grade	10	1.0 English and 1.0 Math
12 th Grade	16	2.0 English and 2.0 Math
SCS Progression Plan		

Employability

Twenty percent (20%) of a quarter grade will be based on employability skills per course. Those skills include, but are not limited to:

- ✓ Attendance
- ✓ Coming to school and/or class on time
- ✓ Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
- ✓ Maintenance of an assignment notebook or similar system
- ✓ Completion of homework
- ✓ Appropriate dress for class
- ✓ Attitude of cooperation with teacher and fellow students
- ✓ Time in class devoted to the appropriate task



Cambridge AICE Program

Cambridge AICE (Advanced International Certificate of Education) program provides a highly rigorous, college level program which prepares students for college and the Cambridge diploma. The program offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. Students who successfully pass CambridgeAICE exams receive college credit. North Port High School offers a variety of Pre-AICE and AICE courses.

AP Statement

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive readings and writing assignments. These courses provide factual knowledge and analytical skills necessary to deal critically with problems, content, and historical development. Higher order thinking skills such as evaluating analyzing and problem solving will be emphasized within the content of these courses.

Honors Statement

Honors courses require students to meet more rigorous standards through a multidiscipline approach to content. These courses provide factual knowledge and analytical skills necessary to deal critically with problem, content and historical development. Higher order thinking skills such as evaluating analyzing and problem solving will be emphasized within the content of these courses

North Port High School Diploma Options

Diploma Options	Eligible Candidates
Standard Diploma and 24 Credit Early Graduation	<ul style="list-style-type: none"> Students who have earned the state/district-prescribed credits, met the state/district GPA requirement, and earned passing scores as defined by the State of Florida on the required graduation assessments. Note: These guidelines are subject to change during the school year based on state legislative changes. Students may graduate prior to the 8th semester if all graduation requirements are met, and 24 credits are earned.
Standard Diploma with ACT/SAT Concordant Scores	<ul style="list-style-type: none"> Students who have met all course work, credits, and GPA graduation requirements (set forth by the state and local school board) and use an ACT or SAT score concordant with passing scores to satisfy the assessment graduation requirements. Note: These guidelines are subject to change during the school year based on state legislative changes.
Standard Diploma with Waiver	<ul style="list-style-type: none"> ESE students who have completed all necessary credits, course work, and GPA requirements for graduation as stipulated by the local School Board and State of Florida. Students who have demonstrated knowledge, skills and abilities required by the Grade 10 State Standards but unable to document that mastery through the actual assessment. Students who have participated in the required remediation activities offered through the school district. Students who have taken the assessments at least twice, including once in Grade 10 and once in Grade 11. This diploma option is for students who have been identified as having a disability and a current Individual Education Plan (IEP). The IEP Committee must convene and review all data relevant to each student's eligibility for the waiver. Note: The above guidelines are subject to change based on state legislative changes.
Certificate of Completion Pert Eligible	<ul style="list-style-type: none"> Students who have completed all required credits, course work, and GPA requirements for graduation as stipulated by the local School Board and state. Students who have not achieved the required scores on the required graduation assessments nor obtained State of Florida defined concordant scores.
Certificate of Completion	<ul style="list-style-type: none"> Students who have met all course requirements and earned the required credits but have not passed the required assessments or have not met the required GPA for graduation.
Access Diploma	<ul style="list-style-type: none"> Students must be enrolled in general education core courses unless the IEP team has determined that the student has a significant cognitive disability and that access points are the most appropriate way for the student to access the curriculum. Students receiving instruction in access points and taking the alternate assessment should be enrolled in access courses. Access courses are based on access points, are approved by the State Board of Education, and are described in the Course Code Directory (CCD) and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C. Students taking access courses must have written parental consent on record to be provided instruction in the state standards access points curriculum, as required by Rule 6A-6.0331, F.A.C.
18 – Credit Standard Diploma Accel Program	<ul style="list-style-type: none"> Students who earn the required 15 core requirements for a standard diploma (HOPE is not required); pass required assessments and earn 3 elective credits 2.0 minimum unweighted GPA.
18 - Credit CTE Graduation Pathway Option	<ul style="list-style-type: none"> Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option. For more details, please visit: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.shtml Note: These guidelines are subject to change during the school year based on state legislative changes.

Schedule Adjustments

School counselors and others continually emphasize the importance of making careful decisions regarding course selection throughout the school year. There should be little need for change if choices are made wisely.

Student course requests are tallied, and potential enrollment figures are used to determine course offerings for the coming school year. Courses with insufficient enrollment may be cancelled, and we will select an alternative from the student Plan of Study form.

To maintain the integrity of our academic programs, students must complete courses for which they were originally enrolled. Changes in schedules are rare and will only be considered in extenuating circumstances (e.g., new student, change in IEP, incorrect placement, acceleration.) Schedule changes may be requested during the first two days of the semester. If a student adds a new class, they are responsible for any missed work.

Cancelled Courses

Certain courses may be cancelled due to:

- Low enrollment
- Staffing limitations
- Budget limitations

While every effort is made to provide educational opportunities that meet the needs of all students, on occasion, courses must be cancelled. Generally, a minimum of ten students must be enrolled in an Advanced Placement, Dual Enrollment, or an International Baccalaureate course for the course to be offered; however, a course may be cancelled, and a suitable alternative will be found. Generally, other elective courses will be offered with a minimum enrollment of 15, unless state regulations require an enrollment of fewer than 15 students. Staffing limitations may also impact the ability of a course to be offered.

Juniors and seniors receive priority enrollment in order to complete graduation requirements. Freshmen and sophomores may not be afforded the opportunity to enroll in a course if all seats in all sections of the course are taken.

Grade Forgiveness Policy

State statute: Forgiveness policies for **required courses** shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned in the same or comparable course. Forgiveness policies for **elective courses** shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in an elective course. Forgiveness policy for middle school students taking high school courses for high school credit shall be limited to replacing a grade of “C”, “D”, or “F”, with a grade of “C” or higher earned in the same or comparable course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Extracurricular Activities and Clubs

North Port High School offers several extracurricular activities and clubs. Examples include local, state, and national student organizations such as Key Club, Mu Alpha Theta, and Link Crew. We have a number of sports programs, Marching Band, NJROTC, and many other student interest clubs.

Students with Disabilities (SWD):

Special programs and accommodations are available to meet the needs and abilities of our students with disabilities. Students may receive support, accommodations, and instruction in Exceptional Education courses

or general education courses based upon individual needs.

Athletic Eligibility

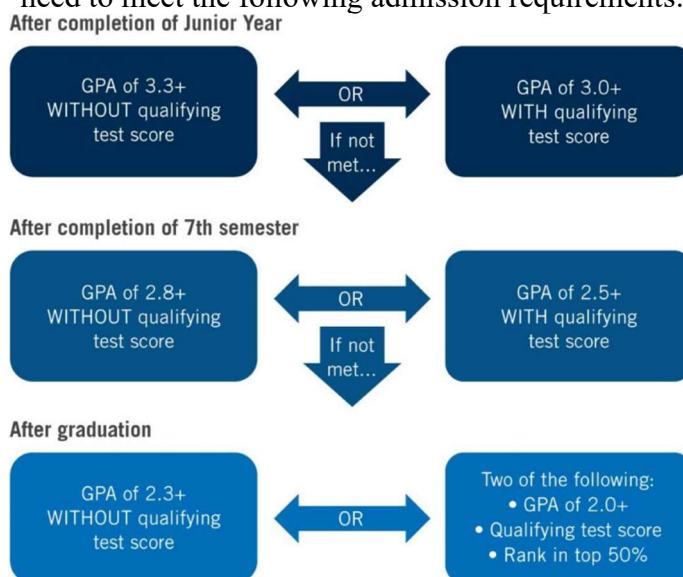
Athletics are an important extracurricular activity at North Port High School. Student athletes must maintain good grades and acceptable attendance. There are also expectations for students who plan to pursue athletics at a college or university. **Performance-Based Program (PBP) courses offered at NPHS do not meet the NCAA Division 1 standards and guidelines.** Student athletes considering courses in the PBP setting should inform teachers and School Counselors aware that they are an athlete to ensure proper guidance. Please refer to www.ncaa.org for additional information.

NPHS provides a well-balanced program of interscholastic athletics for as many high school students as possible. The program is designed around available facilities, personnel, and financial support. Athletic activities are considered part of a quality physical education program and operate under the policies of the Sarasota County School Board and the Florida High School Athletic Association.

A student shall be eligible during the first semester of their ninth-grade year, only if it is their first entry into the ninth grade, and they were regularly promoted from the eighth grade the preceding year. Second semester ninth graders will be required to maintain a 2.0 minimum GPA for athletic participation. The minimum 2.0 grade point average is established in Florida Statutes and cannot be waived by the Florida High School Athletic Association.

NAIA Eligibility

College bound athletes who plan to attend a National Association of Intercollegiate Athletes (NAIA) school will need to meet the following admission requirements:



<https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements>

NCAA Eligibility

If you plan to be a college athlete in a Division I and Division II college or university, you will need to meet NCAA Clearinghouse standards as well as college admission standards. For more information regarding eligibility, please visit: http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf

For more information regarding the rules, please go to www.ncaa.org.

Sarasota Virtual School

Sarasota Virtual School allows students to take a variety of courses online at their brick-and-mortar school. The online learner can either take the class in our Media Center during a scheduled period of the school day, or outside of their traditional high school schedule. Sarasota Virtual teachers make periodic school visits and provide a personalized online experience. Students will receive registration instructions during the normal course selection process. The student returns the form to the high school counselor to take a course.

Please visit the Sarasota County website: <https://sarasotavirtualschool.net/> to learn more about the program. **Please note: Signing up for an online class does not guarantee a spot-on campus to complete. Student seats are administratively determined.**

Florida Virtual

Students wishing to take FLVS classes should speak with their School Counselor.

Dual Enrollment

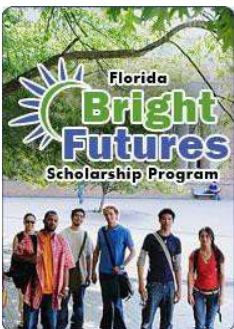
There are several dual enrollment (DE) opportunities for students to obtain college and high school credits at the same time. These opportunities are available to students that meet the academic requirements for the selected institution. For more information, students should meet with their assigned school counselor.

Scholarship Opportunities

Students seeking assistance with scholarship opportunities should visit our Student Success Center (SSC). Appointments can also be made during school and after hours wishing to do so.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program awards scholarships to any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation. There are three Florida Bright Futures Scholarships: Florida Academic Scholarship, Florida Medallion Scholarship, and the Vocational Gold Seal Scholarship. Students can only qualify for one scholarship and must meet certain requirements. The general requirements are:



- Florida resident & U.S. citizen or eligible noncitizen (determined by student's postsecondary institution)
- Earn a standard high school diploma
- Accepted and enrolled in an eligible Florida public or independent postsecondary institution
- Enrolled for at least six non-remedial semester credit hours per term
- Have not been found guilty of, or pled nolo contendere to a felony charge
- Complete the FFAA no later than August 31 after high school graduation

For more information regarding Bright Futures requirements, please visit the website at <https://www.floridabrightfutures.gov/>

***The requirements for the Florida Bright Futures Scholarship program are subject to change at any time.



NORTH PORT HIGH SCHOOL

Why pursue the Cambridge AICE program?

The Cambridge Advanced International Certificate of Education (AICE), a part of Cambridge University, offered at North Port High School, helps students develop the deep subject knowledge, conceptual understanding and higher order thinking skills that they need for success at school, at university and in employment. The Cambridge program prepares students for life – helping them to develop an informed curiosity and lasting passion for learning. Cambridge International helps students become confident, responsible, reflective, innovative, and engaged. Ready to tackle the demands of tomorrow's world, capable of shaping a better world for the future.

Thousands of students use Cambridge International AS & A Levels every year to gain places at leading universities worldwide. All UK universities and over 500 US universities accept Cambridge International A - Level qualifications, including Harvard, MIT, Stanford, and Yale.

The Cambridge AICE program offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework. To earn the diploma, learners must pass a combination of seven Cambridge International AS and A Level exams, with at least one course coming from each of three subject groups, as well as the core component, Cambridge International AS Level Global Perspectives & Research. Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking, communication, and collaboration.

North Port High School currently offers a wide range of Pre-AICE, AS Level, and A Level courses that provide a direct pathway to the prestigious AICE diploma. Earning the Cambridge AICE diploma not only prepares students for college and careers, but also guarantees the highest level of Florida Bright Futures scholarship to students who have completed 100 community service hours. This scholarship awards students 100% tuition and fees for four years at any state college or university and is worth approximately \$30,000.



AICE classes are designed for highly motivated students, who excel academically, and are ready for high level, rigorous coursework.

Earn college credits while in high school.

Graduate with the internationally recognized and prestigious Cambridge AICE Diploma.

Application to the program is required.

FOR MORE INFO:
North Port High School

Dr. Margaret Little
AICE Coordinator
941-423-8558 x 66369

Margaret.Little@sarasotacountyschools.net

<https://northportaice.com/>



HIGH SCHOOL Dual Enrollment

Programs & Campus Locations

SRQ = Sarasota Campus / NP = North Port Branch

♦ Program available to Junior Year Students only

For full course descriptions, visit suncoast.edu.

Business & IT	SRQ	NP
.NET Application Development and Programming	●	
Accounting Operations	●	●
Business Management and Analysis	●	●
Digital Design	●	
Digital Video Technology	●	
Medical Administrative Specialist	●	●
Technology Support Services	●	

Health & Public Services	SRQ	NP
Practical Nursing ♦	●	

Hospitality Services	SRQ	NP
Professional Culinary Arts & Hospitality ♦	●	●
Cosmetology ♦	●	

Industrial Technologies	SRQ	NP
Automotive Service Technology	●	
Building Trades and Construction Design Technology	●	
Carpentry		●
Computer-Aided Drawing and Modeling	●	
Electricity	●	●
Industrial Machinery Maintenance & Repair		●
Machining Technologies	●	
Marine Service Technologies	●	
Plumbing	●	

STC Mission Statement Suncoast Technical College (STC) provides quality technical education to meet workforce development and community needs.

Application Process

HIGH SCHOOL CAREER DUAL ENROLLMENT

- 1) Attend an STC 'Information Session' at your high school or meet with one of our school counselors at STC. To make an appointment, call 941-924-1365 / Ext. 62364.
- 2) Complete the STC Dual Enrollment Application online via the Focus Portal by **March 22, 2024**.
- 3) Show confirmation of completed application (screenshot or printout) to your designated school coordinator to schedule your intake appointment.
- 4) Attend Mandatory Meeting at the STC Campus with a Parent or Guardian.

Quick Facts for H.S. Students at STC QUALIFICATIONS

- » Age 16 or older
- » 11th and 12th grade
- » On track for Graduation
- » Nine or fewer Absences
- » 2.0 GPA (3.0 GPA for Practical Nursing)
- » Six or fewer absences for Practical Nursing

REGISTER EARLY

- » Limited Space. Submit application by due date.
- » Some programs may require additional steps prior to final admission.

CLASS TIMES

AM Session	PM Session
7:45am-10:45am	11:15am-2:15pm

COLLEGE CREDIT

Some programs allow the student to articulate college credit at State College of Florida (SCF) and other colleges. For more information, speak with an STC School Counselor.

TUITION

Tuition is free as a high school dual enrolled student, however dual enrolled students are responsible for supplies and uniforms. Some programs take longer than 2 years to complete, therefore, after graduation, returning students will complete the adult application process, pay fees and remaining tuition.

TRANSPORTATION

Limited school bus transportation is provided but **MUST** be identified on application. *Charter, home, and private school students must provide their own transportation. Sarasota County Breeze Transit (Breeze Tranzit) stops at the STC Sarasota Campus. Students may drive their own vehicles. Students in health programs are required to provide their own transportation to clinical sites.

ATTENDANCE

In accordance with Florida Statute 1003.24, a child's attendance in school is the responsibility of the parent or legal guardian. Absences cause students to miss significant instruction and learning opportunities. Dual Enrolled students are expected to follow the attendance policy in the STC Student Handbook. Failure to comply will result in program dismissal.

***NOTE:** Meeting the criteria for a program does not guarantee admission to Suncoast Technical College.

Flyer Design by Amanda Mallonee, STC Digital Design Student / Photography by Laurie Dillon, Graphic Designer STC

[STC Dual Enrollment Info](#)

My Four - Year Graduation Plan

Courses & Credits		Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	4				
Math	4				
Science	3				
Social Studies	3				
HOPE	1				
Performing/Fine Art	1				
Personal Financial Literacy (2027 cohort & beyond)	0.5				
Electives	10				
Total	26	9 th Total _____	10 th Total _____	11 th Total _____	12 th Total _____

My Post-Secondary Opportunities

Career	
Military	
Tech/Trade School	
Community College	
4 -Year University	

Course Classification Table

Course Classification Legend

The maximum number of credits a student can earn for a given course.

3 Credit Options: 0.5 Credit, 1.0 Credit or Unlimited (U)

Is the course Weighted?

Y = Weighted N = Not Weighted

Is the course a Core class?

FAS/FMS C = Core N = Not Core

Indicates if course can be used to meet **Florida Academic Scholars (FAS) and Florida Medallion Scholars (FMS)** 15 academic core requirements. **X3** - May use up to 3 additional credits from fine arts AP courses to raise GPA.

We DO NOT have the IB Program at NPHS

Is the course a GSV class?

4YR/GSV C = Core N = Not Core

Indicates if course can be used to meet **Florida Gold Seal Vocational (GSV) Scholars** award 15.5 high school graduation core requirements (for students choosing the 24- credit graduation option).

Is the course part of a Career- Technical Program (CTE)?

Y = Yes N = No

Is the course applicable toward State University System (SUS) admissions?

E = Elective C = Core N = Not Used P = Pending

Language Arts

Four (4) credits are required for graduation

Note: Students who have not earned passing scores (as defined by the State of Florida) on the FAST English Language Arts (ELA) AND/OR scores on other assessments that are required by the State of Florida will be co-enrolled in an Intensive Reading course.

English I

Grade 9

Course Number 1001310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): None

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This content should include but is not limited to; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature, writing for varied purposes, and collaboration amongst peers.

Pre-AICE English Language

Grade 9

Course Number 1001560

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): None

Cambridge IGCSE First Language English is designed for learners whose first language is English. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately, and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

English II

Grade 10

Course Number 1001340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): English I

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This content should include but is not limited to; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature, writing for varied purposes, and collaboration amongst peers.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): English I

This course consists of a multi-disciplinary curriculum. It encourages students to make cross-curricular links to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner.

English III

Grade 11

Course Number 1001370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): English II

The aims of this course are to enable students to develop understanding and use of English language in the context of contemporary topics, encourage and appraise a broad range of topics, develop a wider awareness and knowledge of contemporary issues through reading, develop independent reasoning skills, develop the skills of interpretation, analysis, evaluation and persuasion, develop skills in writing structured and developed arguments, and present reasoned explanations, develop the ability to present a point of view clearly, and consider and reflect upon those of others.

English IV

Grade 12

Course Number 1001400

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): English III

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course consists of analysis of literature and informational texts from varied literary periods, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

AICE English Language AS
AICE English Language AL

Grades 11, 12
Grade 12

Course Number 1001550
Course Number 1001551

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation for non-AICE Diploma Candidates

This course will provide learners with the opportunity to demonstrate their ability to produce writing to specific briefs and for given audiences. They will also gain further knowledge and understanding of international poetry, prose and drama. Learners will be able to practice sustained, accurate, fluent and consistent writing. They will produce informed responses, appropriate to the specific form, style, context and audience. Learners will study two texts in preparation for the Literature component. This will further develop their skills of analysis and interpretation and encourage a personal response to the texts studied. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read and received. These are highly transferable skills and can help learners in other subject areas, as well as equipping them for higher education and/or employment.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation for non-AICE Diploma Candidates

This course will provide learners with the opportunity to demonstrate their ability to produce writing to specific briefs and for given audiences. They will also gain further knowledge and understanding of international poetry, prose, and drama. Learners will be able to practice sustained, accurate, fluent and consistent writing. They will produce informed responses, appropriate to the specific form, style, context and audience. Learners will study two texts in preparation for the Literature component. This will further develop their skills of analysis and interpretation and encourage a personal response to the texts studied. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read, and received. These are highly transferable skills and can help learners in other subject areas, as well as equipping them for higher education and/or employment.

Intensive Reading I	Grade 9	Course Number 1000412
Intensive Reading II	Grade 10	Course Number 1000414
Intensive Reading III	Grade 11	Course Number 1000416
Intensive Reading IV	Grade 12	Course Number 1000418

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	N

Prerequisite(s): Level 1 on FAST Reading Exam

Students that score a level 1 on the FAST Reading exam will be placed in Intensive Reading. This course is designed for students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they can successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study using a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. This course can be repeated multiple times. **This course is an elective and will not fulfill graduation requirements for language arts.**

English I Through ESOL	Grade 9	Course Number 1002300
English II Through ESOL	Grade 10	Course Number 1002310
English III Through ESOL	Grade 11	Course Number 1002320
English IV Through ESOL	Grade 12	Course Number 1002520

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	N

Prerequisite(s): Placement determined by state standard testing for English Language Learners (ELL)

The purpose of these courses is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.



Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	N

Prerequisite(s): Placement determined by state standard testing for English Language Learners (ELL)

The purpose of this course is to enable students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading, and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. **This course is an elective and will not fulfill graduation requirements for language arts.**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	N

Prerequisite(s): Placement determined by state standard testing for English Language Learners (ELL)

The purpose of this course is to provide students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen these skills, so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary using a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. **This course is an elective and will not fulfill graduation requirements for language arts.**





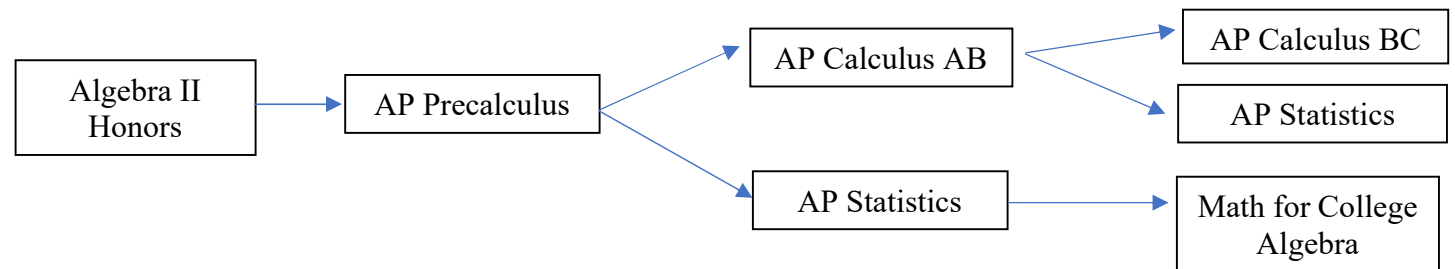
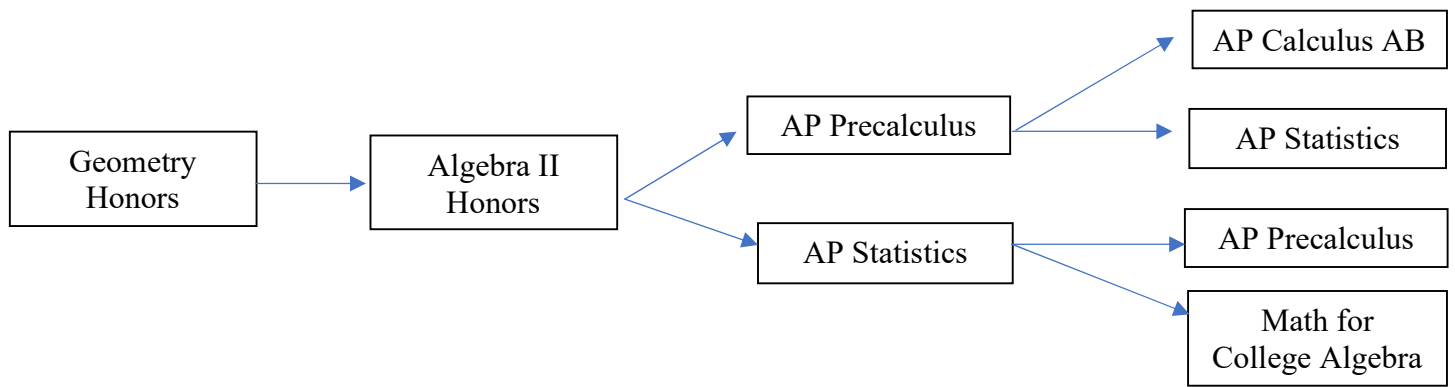
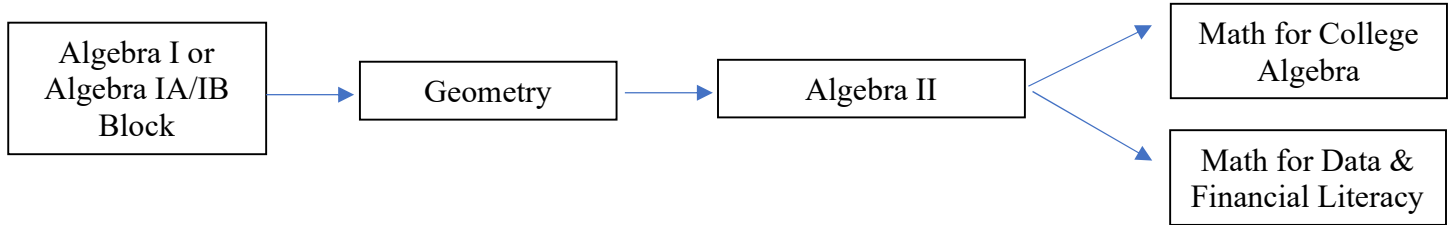
2024-2025 Course Progression Recommendations

9th Grade

10th Grade

11th Grade

12th Grade



Math

Four (4) credits are required for graduation

One (1) credit must be Algebra I and one (1) credit must be Geometry

Algebra I

Grade 9

Course Number 1200310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Level 3 or higher on 8th grade math assessment

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Students must pass the Algebra I End of Course Exam (EOC) administered through the State of Florida, which also comprises 30% of the final grade of the course.**

Algebra I-A

Grade 9

Course Number 1200370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	C

Prerequisite(s): Level 1 or 2 on 8th grade math assessment

This is the first credit of a two-credit Algebra I sequence. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Algebra I-A meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the SUS or Bright Futures Scholarship Program. Students do not take the Algebra I End of Course Exam (EOC) until after they have completed Algebra I-B.**

Algebra I-B

Grade 9, 10

Course Number 1200380

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra I-A

This is the second credit of a two-credit Algebra I sequence. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Algebra IB meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program. Students must pass the Algebra I End of Course Exam (EOC) administered through the State of Florida, which also comprises 30% of the final grade of the course.**

Geometry

Grades 9, 10, 11, 12

Course Number 1206310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra I or equivalent

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Students must take the Geometry End of Course Exam (EOC) administered through the State of Florida, which comprises 30% of the final grade of the course.**

Geometry Honors

Grades 9, 10

Course Number 1206320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra I Honors or equivalent Algebra I with teacher recommendation

Students are challenged to think and collaborate critically on the content they are learning through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Students must take the Geometry End of Course Exam (EOC) administered through the State of Florida, which comprises 30% of the final grade of the course.**

Algebra II

Grades 9, 10, 11

Course Number 1200330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra I or Algebra I-A and I-B and Geometry

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra I Honors and Geometry Honors or Algebra I and Geometry with teacher recommendation

Students are challenged to think and collaborate critically on the content they are learning through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

AP Precalculus

Grades 10, 11, 12

Course Number 1202305

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra II (Algebra II Honors)

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses.

AP Calculus AB

Grades 11, 12

Course Number 1202310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Pre-Calculus Honors or AP Precalculus

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Examination Board in May. Study will begin by reviewing function definitions, absolute value, and elementary functions from prerequisites. Calculators and computers will serve as instructional tools in concept development.

AP Calculus BC

Grades 11, 12

Course Number 1202320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Advanced Placement Calculus AB

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level BC Test given by the College Examination Board in May. Study will begin by reviewing function definitions, concepts of limits to functions, and derivatives of algebraic, trigonometric, exponential and logarithmic functions. Calculators and computers will serve as instructional tools in concept development.

AP Statistics

Grades 11, 12

Course Number 1210320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra II or Algebra II Honors

The purpose of the AP course in statistics 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: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

Mathletics for College Algebra

Grade 12

Course Number 1200710

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Successful completion of Algebra I

This course is intended to support students who are college bound in a mathematics pathway. The purpose of this course is to ensure students are successful in post-secondary mathematics courses and to avoid placement in the non-credit bearing math remediation course. Students must have algebra I and II skills to be successful. The standards for this course are an extension of algebra I and algebra I skills that a student needs to be successful in their post-secondary mathematics courses.

Mathematics for Data &
Financial Literacy

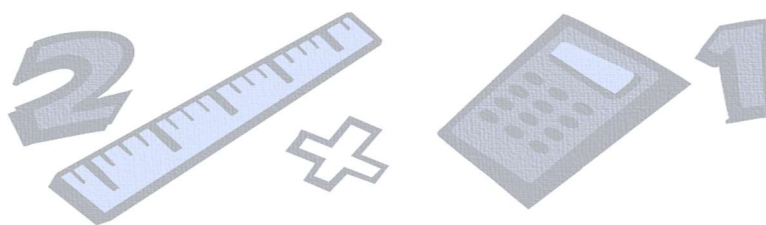
Grade 12

Course Number 120038

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	C

Prerequisite(s): Successful completion of Algebra I

This course is for all students. Note it is “replacing” Financial Algebra but keeping the same course code. The purpose of this course is for students to learn mathematical skills that will ensure success in their future. Some algebra I and II standards are included, but most standards involve spreadsheets, income tax, interest, currencies, budget skills, credit scores, retirement plans, etc.



Social Studies

Three (3) credits are required for graduation.

One (1) credit must be World History, one (1) credit American History, one half credit (0.5) American Government, and one half credit (0.5) Economics

Pre-AICE World History

Grades 9, 10

Course Number 2109321

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): No prerequisite

Students taking this course intend to continue along the AICE History Progression Sequence.

The purpose of this course is to provide students a greater knowledge and understanding of historical periods such as the nineteenth century: the development of modern nation states, and the twentieth century: international relations since 1919. The course aims to promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference. The combination of knowledge and skills in Pre-AICE World History gives learners a solid foundation for further study.

World History

Grade 10

Course Number 2109310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No prerequisite

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

AICE International History AS

Grades 10

Course Number 2100490

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is to provide students a greater knowledge and understanding of historical periods or themes, a greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity, and an appreciation of the nature and diversity of historical sources available, and the methods used by historians.

United States History

Grade 11

Course Number 2100310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No prerequisite

The purpose of this course is to enable students to understand the development of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. **Students must take the US History End of Course Exam (EOC) administered through the State of Florida, which comprises 30% of the final grade of the course.**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): No prerequisite

Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, becoming proficient in note-taking, and working in the context of thematically categorized information. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history.

Students must take the US History End of Course Exam (EOC) administered through the State of Florida, which comprises 30% of the final grade of the course.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

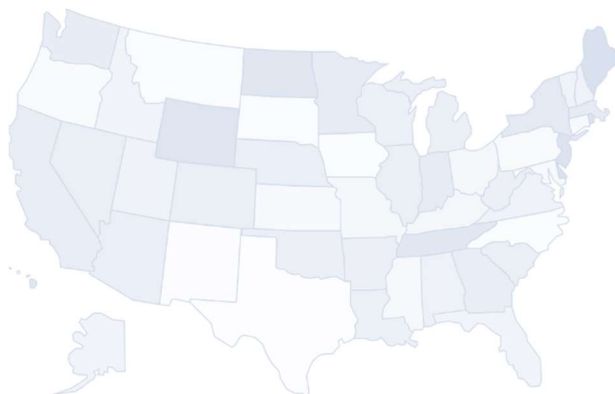
Prerequisite(s): Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is to allow students to learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to international history from 1945 to 1991. Students can also study periods from European, Asian, African and American history. **Students must take the US History End of Course Exam (EOC) administered through the State of Florida.**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	C	N	C

Prerequisite(s): No prerequisite

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.



Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): No prerequisite

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	C	N	C

Prerequisite(s): No prerequisite

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. The purpose of this course is to enable students to gain an understanding of American Government and political behavior essential for effective citizenship and active involvement in a democratic American Society.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): No prerequisite

Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, becoming proficient in note-taking, and working in the context of thematically categorized information. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is to introduce students to psychological principles and perspectives. At AS Level candidates focus on 12 core studies. The core studies illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, the candidate will gain a broad understanding of how psychologists study experiences and behaviors and why the research took place.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): AICE Psychology AS, Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is to introduce psychological concepts, theories, research findings and applications. Students explore psychological concepts, theories, research findings and applications. Candidates are encouraged to develop skills of analysis, interpretation, application and evaluation and to promote an appreciation and understanding of individual, social and cultural diversity.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): AICE General Paper, Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is for students to explore stimulating topics that have global significance. Students will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community, or country, directing much of their own learning and developing an independence of thought.



Science

Three (3) credits are required for graduation.

One (1) credit must be Biology and two (2) courses must include a lab component.

Environmental Science

Grade 9

Course Number 2001340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No prerequisite

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Pre-AICE Biology

Grade 9

Course Number 2000322

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Level 3 on FSA

With an emphasis on human body, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Biology

Grade 10

Course Number 2000310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No prerequisite

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course.

AICE Biology AS

Grade 10, 11, 12

Course Number 2000321

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Pre-AICE Biology

The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

Chemistry

Grades 10, 11, 12

Course Number 2003340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra II (or simultaneous enrollment)

This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

Pre-AICE Chemistry I

Grade 10

Course Number 2003372

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra II (or simultaneous enrollment)

While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level coursework. Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

AICE Chemistry AS

Grades 11, 12

Course Number 2003371

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Pre-AICE Biology, Pre-AICE Chemistry I, Algebra II, Teacher Recommendation for non-AICE Diploma Candidates

The Cambridge IGCSE Chemistry I AS syllabus provides learners a thorough introduction to the study of Chemistry and scientific method. The purpose of this course is to help students develop an understanding related to scientific phenomena, facts, laws, definitions, concepts, and theories. Students are encouraged to develop abilities and skills that encourage efficient and safe practice. The content should include, but not be limited to the following: techniques of operation and aspects of safety, scientific quantities and their determination, scientific and technological applications with their social, economic and environmental implications, and reasoned explanations for phenomena, patterns and relationships.

Anatomy & Physiology

Grades 10, 11, 12

Course Number 2000350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Biology I or Pre-AICE Biology

This course provides exploratory activities in the structure and function of the human body. The content includes anatomical terminology, cells and tissues, special sensory organs, major body systems, homeostasis, and human disorders. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. **Preserved animal studies may be a part of the laboratory experience.**

Anatomy & Physiology Honors

Grades 10, 11, 12

Course Number 2000360

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Biology I or Pre-AICE Biology I

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

Earth-Space Science

Grades 10, 11, 12

Course Number 2001310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No Prerequisite

This course provides a study of the interaction and organization of matter and energy in the solar system and the universe, and how this affects life on Earth. The content includes theories for the formation of the universe and solar system, formation of rocks, landforms, plate tectonics, fresh water and marine systems, meteorology, geologic time and renewable/non-renewable energy sources. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Astronomy Honors

Grades 10, 11, 12

Course Number 2020910

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Geometry and Biology/Pre-AICE Biology

This course provides a study of the universe and the conditions, properties and motions of bodies in space in greater depth with a more advanced rigor and pace. The content includes historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and the stars. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

AICE Environmental Management

Grades 10, 11, 12

Course Number 2001381

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Biology I or PRE-AICE Biology I, and Teacher Recommendation for non-AICE Diploma Candidates

This course provides a study of environmental issues and their management, especially the human aspect. Through their studies, students will learn about environmental resources and their human exploitation, and about the goal of sustainable environmental management. Students also consider a range of case study material which can feature local, regional, or global examples.

AICE Marine Science AS

Grades 10, 11, 12

Course Number 2002515

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Biology I or PRE-AICE Biology I, Chemistry I or PRE-AICE Chemistry, and Teacher Recommendation for non-AICE Diploma Candidates

The purpose of this course is to provide an in-depth study of the physical, chemical, and biological aspects of the marine environment. The content includes the origins of the oceans, marine geological studies, ecology of the sea zones, diversity of marine organisms, characteristics of the major marine ecosystems including the phyla and divisions, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

Pre-AICE Physics

Grades 10, 11, 12

Course Number 2003432

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra II or Algebra II Honors, Teacher Recommendation

This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra II/or Honors, Pre-AICE Physics, and Teacher Recommendation for non-AICE Diploma Candidates

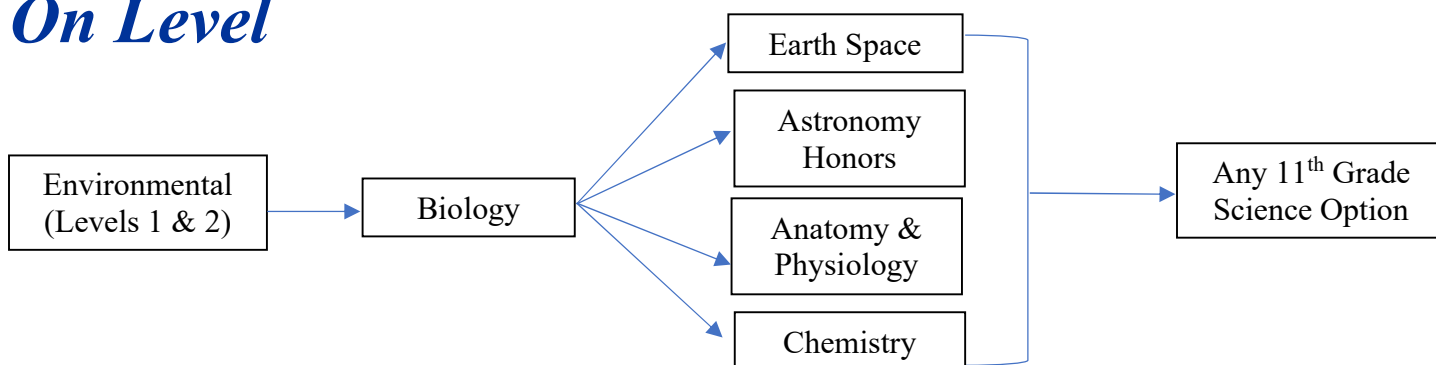
The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

Science

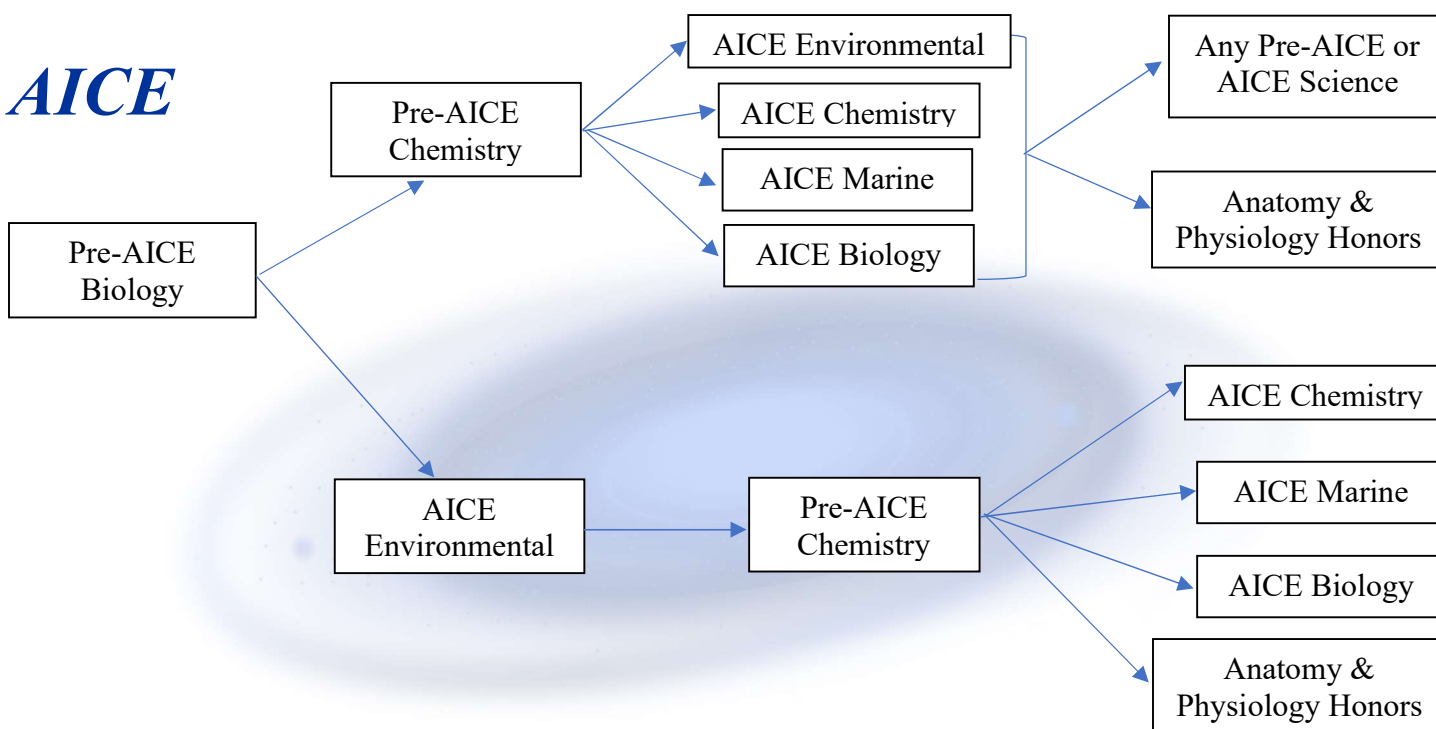
2024-2025 Course Progression Recommendations

9th Grade10th Grade11th Grade12th Grade

On Level



AICE



World Languages

Pre-AICE French I
Pre-AICE French II
Pre-AICE French III

Grades 9, 10, 11
Grades 9, 10, 11, 12
Grades 9, 10, 11, 12

Course Number 0701394
Course Number 0701396
Course Number 0701398

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): No Prerequisite

This syllabus is designed for learners who are learning French as a foreign language. The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. Content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included, as well as the fundamentals of grammar and culture.

AICE French Language AS

Grades 11, 12

Course Number 0701393

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Teacher Recommendation

This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as a student progresses through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.



Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	E	N	C

Prerequisite(s): No Prerequisite

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is included, as well as the fundamentals of grammar and culture.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	E	N	C

Prerequisite(s): Spanish I

The purpose of this course is to reinforce the fundamental skills acquired previously by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content includes an expansion of listening and oral skills. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course continues the cultural survey of Spanish-speaking people.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Spanish II

The purpose of this course is to master and expand the skills acquired previously by the students. The content includes expansion of vocabulary and conversational skills through discussions based on selected readings. By analyzing reading selections, students acquire and strengthen grammatical concepts. Contemporary vocabulary is emphasized through activities imitating the everyday life of Spanish-speaking people.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Spanish III Honors

The purpose of this course is to extend the skills previously acquired by the students. The content includes more advanced language structures and idiomatic expressions, with emphasis on conversational skills. Composition skills are enhanced by using correct language structures. Reading selections vary.



Pre-AICE Spanish I
Pre-AICE Spanish II
Pre-AICE Spanish III

Grades 9, 10, 11
Grades 9, 10, 11, 12
Grades 9, 10, 11, 12

Course Number 0708532
Course Number 0708534
Course Number 0708536

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Teacher Recommendation

This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as the learner progresses through their studies. The course also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

AICE Spanish Language AS

Grades 11, 12

Course Number 0708538

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Teacher Recommendation

This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as a student progresses through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

AICE Spanish Language
& Literature AL

Grades 10, 11, 12

Course Number 0708530

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	E	N	C

Prerequisite(s): Teacher Recommendation

The subject content is organized into six topic areas at A Level. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to progress from the knowledge and skills developed at IGCSE or at AS Level. The topic areas listed below are described in more detail in section 3. • Culture • Health and well-being • Education and future plans • Community and society • Our responsibility for the planet • Science and technology

AICE Program



Cambridge International School

Cambridge AICE (Advanced International Certificate of Education) program provides a highly rigorous, college level program which prepares students for college and the Cambridge diploma. The program offers students the opportunity to tailor their studies to their individual interests, abilities, and future within an international curriculum framework. Students who successfully pass Cambridge AICE exams receive college credit. North Port High School offers 31 Pre-AICE and AICE courses. Please check our NPHS website for additional information and link:

<http://sarasotacountyschools.net/schools/northporthigh/>.

<https://northportaice.com/>

For full course descriptions, refer to core content area with the Program of Studies.

AICE English

Pre-AICE English Language	Grade 9	Course Number 1001560
AICE English General Paper AS	Grades 10	Course Number 1009360
AICE English Language AS	Grades 11, 12	Course Number 1001550
AICE English Language AL	Grade 12	Course Number 1001551
AICE English Literature AS	Grade 12	Course Number 1001555

AICE World Languages

Pre-AICE Spanish I	Grades 9, 10	Course Number 0708532
Pre-AICE Spanish II	Grades 9, 10, 11	Course Number 0708534
Pre-AICE Spanish III	Grades 9, 10, 11, 12	Course Number 0708536
AICE Spanish Language AS	Grades 9, 10, 11, 12	Course Number 0708538
AICE Spanish Language & Literature AL	Grades 10, 11, 12	Course Number 0708550
Pre-AICE French I	Grades 9, 10, 11	Course Number 0701394
Pre-AICE French II	Grades 9, 10, 11, 12	Course Number 0701396
Pre-AICE French III	Grades 9, 10, 11, 12	Course Number 0701398
AICE French Language AS	Grades 11, 12	Course Number 0701393

AICE Science

Pre-AICE Biology	Grades 9, 10	Course Number 2000322
AICE Biology AS	Grades 10, 11, 12	Course Number 2000321
Pre-AICE Chemistry I	Grades 10, 11	Course Number 2003372
AICE Chemistry AS	Grades 11, 12	Course Number 2003371
AICE Marine Science I AS	Grades 10, 11, 12	Course Number 2002515
AICE Environmental Management AS	Grades 10, 11, 12	Course Number 2001381
Pre-AICE Physics	Grades 10, 11, 12	Course Number 2003432
AICE Physics AS	Grades 11, 12	Course Number 2003431

AICE Social Studies

AICE International History AS	Grades 10	Course Number 2100490
AICE United States History AS	Grades 11	Course Number 2100500
AICE Psychology AS	Grades 11, 12	Course Number 2107360
AICE Psychology AL	Grades 12	Course Number 2107370
AICE Global Perspectives AS	Grades 11, 12	Course Number 1700364

AICE Electives

AICE Thinking Skills AS	Grades 10, 11	Course Number 1700372
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	E	N	E

Prerequisite(s): Teacher Recommendation

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

AICE Drama	Grades 10, 11, 12	Course Number 0400346
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	E

Prerequisite(s): Teacher Recommendation

This course encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.

Cambridge (AICE) Diploma Requirements

Math and Sciences*	Languages*	Arts and Humanities*	Interdisciplinary
Biology	English Language AS Level	International History AS Level	General Paper
Chemistry	English Language A Level	U.S. History AS Level	Thinking Skills
Physics	Spanish Language AS Level	Literature in English AS Level	Global Perspectives*
Marine Science	Spanish Language A Level	Psychology AS Level	
Environmental Management	Spanish Language A Level	Psychology A Level	
Psychology AS Level	Spanish Language A Level	Environmental Management AS Level	
Psychology A Level	French Language AS Level	AICE Drama AS Level	

In order to earn the Cambridge AICE Diploma, students must earn a passing score on a total of 7 exams. The student must achieve a passing score in each of the first three categories (*Math/Sciences, Languages, Arts/Humanities) as well as a passing score in Global Perspectives*, for a total of 4 passed exams. The remaining 3 passing scores may come from any of the 4 categories.

Environmental Management and Psychology may only count in one (1) category

Visual and Performing Arts Magnet Program

The Visual and Performing Arts (VPA) Magnet Program at North Port High School provides ALL students with the opportunity to experience arts education and offers progressive highly specialized intensive training for students who possess special talents in the visual and performing arts areas of dance, music, theatre, and visual arts. The experiences and training provided by the VPA Magnet Program are designed to enrich and enliven the lives of all students and NPHS community members while enabling the serious student of the arts to prepare for future study and professional aspirations.

All students are encouraged to participate in VPA courses, regardless of prior experience or ability. Students who are not interested in careers in the visual or performing arts areas are encouraged to enroll in VPA elective courses. Students seeking increased rigor in the intermediate and advanced level VPA courses are placed by audition/portfolio review or in class assessment. These may be students who have prior experience in their VPA discipline, are considering a career in the arts field, wish to major or minor in the arts in college, or consider the arts a personal passion. Students who are new to NPHS VPA classes should complete the VPA application and placement audition process. All NPHS VPA application and placement audition/ portfolio review information is available at northportvpa.org/new-student-auditions. All students who participate in VPA courses are encouraged to pursue a VPA graduation endorsement.

Visual and Performing Arts Graduation Endorsement Attainment Levels

VPA Endorsement	6 or 7 VPA course credits earned within a discipline.
VPA Endorsement with Merit	8 or 9 VPA course credits earned within a discipline.
VPA Endorsement with Distinction	10 or more VPA course credits earned within a discipline.

Visual and Performing Arts Graduation Endorsement Requirements

The VPA Graduation Endorsement has the following requirements:

- Students must apply for the VPA Graduation Endorsement no later than the end of quarter 3 of their graduating year.
- Students must earn a 2.5 unweighted GPA by the end of quarter 3 of their graduating year.
- Students must take at least 6 credits within the endorsement track. At least two thirds of the total courses must pertain to the student's VPA track.
- Students must take at least one course in their VPA track their graduating year as assigned by their discipline's lead teacher.
- Students may earn higher recognition for VPA achievement with additional course work within their discipline or extracurricular activities related to their discipline at the lead teacher's discretion.
- The endorsement may be awarded to transfer students with 2 fewer credits required per attainment level if the student did not have the opportunity to take courses in their chosen discipline at their prior school and at the discretion of the discipline's lead teacher.

Visual and Performing Arts Graduation Endorsement Courses: Acting

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
Theatre I Theatre II Theatre III Honors Acting I Acting II Acting III Honors	Theatre IV Honors Acting IV Honors Musical Theatre I, II, III Honors Chorus I, II, III, IV Honors Vocal Ensemble I, II, III, IV Honors Vocal Techniques I, II, III, IV Honors Dance Techniques I, II, III Honors, IV Honors Technical Theatre Design and Production I, II, III, IV Theatrical Directing and Stage Management I, II Voice and Diction

Visual and Performing Arts Graduation Endorsement Courses: Band

Required courses (6 credits)	Supplemental courses (0-6 credits)
Band I Band II Band III Band IV and Band V Honors & VI Honors or Jazz Ensemble I & II or Instrumental Techniques I & II (Percussion Techniques)	Jazz Ensemble I, II, III, IV Honors Music Theory I, II Honors Music Ensemble I, II, III, IV Honors (Commercial Music) Instrumental Ensemble I, II, III, IV Honors (Percussion) Instrumental Techniques I, II, III, IV (Percussion Tech) Music Techniques I, II, III, IV Honors Guitar I, II, III, IV Honors Keyboard I, II Orchestra I, II, III, IV, V Honors, VI Honors Chorus I, II, III, IV Honors Vocal Ensemble I, II, III, IV Honors Vocal Techniques I, II, III, IV Honors

Visual and Performing Arts Graduation Endorsement Courses: Chorus

Required courses (6-10 credits)	Supplemental courses (0-6 credits)
Chorus I or Vocal Ensemble I Chorus II or Vocal Ensemble II Chorus III or Vocal Ensemble III Chorus IV or Vocal Ensemble IV Vocal Techniques I Keyboard I	Vocal Techniques II, III, IV Honors* Music Theory I, II Honors* Band I, II, III, IV, V Honors, VI Honors Jazz Ensemble I, II, III, IV Honors Eurhythmics I, II, III, IV Instrumental Ensemble I, II, III, IV Honors Music Techniques I, II, III, IV Honors Guitar I, II, III, IV Honors

*Strongly encouraged.

Visual and Performing Arts Graduation Endorsement Courses: Commercial Music

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
Guitar I	Band I, II, III, IV, V, VI
Keyboarding I	Jazz Ensemble I, II, III, IV Honors
Music Ensemble I	Music Theory I, II Honors
Music Ensemble II	Instrumental Ensemble I -- IV Honors (Percussion)
Music Ensemble III	Instrumental Techniques I-- IV Honors (Percussion)
Music Ensemble IV	Guitar I, II, III, IV Honors
Jazz I	Keyboard I, II
Jazz II	Orchestra I, II, III, IV, V Honors, VI Honors
	Chorus I, II, III, IV Honors
	Vocal Ensemble I, II, III, IV Honors
	Vocal Techniques I, II, III, IV Honors

Visual and Performing Arts Graduation Endorsement Courses: Dance

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
Dance Techniques I	Dance Techniques IV Honors
Dance Techniques II	Ballet IV Honors
Dance Techniques III Honors	Dance Repertory I, II, III Honors, IV Honors
Ballet I	
Ballet II	
Ballet III	

Visual and Performing Arts Graduation Endorsement Courses: Musical Theatre

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
Voice and Diction	Musical Theatre III
Musical Theatre I	Vocal Ensemble IV Honors
Musical Theatre II	Theatre I, II, III Honors, IV Honors
Vocal Ensemble I	Acting I, II, III Honors, IV Honors
Vocal Ensemble II	Music Theory I, II Honors
Vocal Ensemble III	Chorus I, II, III, IV Honors
	Vocal Techniques I, II, III, IV Honors
	Dance Techniques I, II, III Honors, IV Honors
	Theatrical Directing and Stage Management I, II
	Technical Theatre Design and Production I, II, III, IV

Visual and Performing Arts Graduation Endorsement Courses: Orchestra

Required courses (6 credits)	Supplemental courses (0-6 credits)
Orchestra I	Music Theory I*, II Honors*
Orchestra II	Jazz Ensemble I, II, III, IV Honors
Orchestra III	Music Ensemble I, II, III, IV Honors (Commercial Music)
Orchestra IV	Instrumental Ensemble I, II, III, IV Honors (Percussion)
Orchestra V Honors	Instrumental Techniques I, II, III, IV (Percussion Tech)
Orchestra VI Honors	Music Techniques I, II, III, IV Honors
	Guitar I, II, III, IV Honors
	Keyboard I, II
	Band I, II, III, IV, V Honors, VI Honors
	Chorus I, II, III, IV Honors
	Vocal Ensemble I, II, III, IV Honors
	Vocal Techniques I, II, III, IV Honors

*Strongly encouraged.

Visual and Performing Arts Graduation Endorsement Courses: Percussion

Required courses (6 credits)	Supplemental courses (0-6 credits)
Instrumental Techniques I (Percussion Class)	Band I, II, III, IV, V Honors, VI Honors
Instrumental Techniques II (Percussion Class)	Jazz Ensemble I, II, III, IV Honors
Instrumental Techniques III (Percussion Class)	Music Theory I, II Honors
Instrumental Ensemble I (Percussion Class)	Music Ensemble I, II, III, IV Honors
Instrumental Ensemble II (Percussion Class)	Instrumental Techniques IV Honors
Instrumental Ensemble III (Percussion Class)	Instrumental Ensemble IV Honors
	Music Techniques I, II, III, IV Honors
	Guitar I, II, III, IV Honors
	Keyboard I, II
	Orchestra I, II, III, IV, V Honors, VI Honors
	Chorus I, II, III, IV Honors
	Vocal Ensemble I, II, III, IV Honors
	Vocal Techniques I, II, III, IV Honors

Visual and Performing Arts Graduation Endorsement Courses: Technical Theatre

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
Technical Theatre I Technical Theatre II Technical Theatre III Costumes, Make-Up and Hair Scenery and Props Theatrical Directing and Stage Management I	Technical Theatre IV Honors Voice and Diction Musical Theatre I, II, III Vocal Ensemble I, II, III, IV Honors Theatre I, II, III Honors, IV Honors Acting I, II, III Honors, IV Honors Dance Techniques I, II, III Honors, IV Honors Theatrical Directing and Stage Management II

Visual and Performing Arts Graduation Endorsement Courses: Visual Arts

Required courses (4-6 credits)	Supplemental courses (2-6 credits)
2-D/ 3-D Art or 2D Art Honors (Full Year) Ceramics I or 3D Art (Full Year) Drawing I AP Studio Art	Ceramics II, III Honors Drawing II AP Art History Portfolio

Visual and Performing Arts Magnet Program

Chorus: Students with a vested interest in the Program of Choral and Vocal Studies are more than welcome to be a part of our award-winning program. Interested students should come prepared to audition with one solo selection with an accompaniment track (no voices on the track) and be prepared to sight read a simple musical excerpt. Placement will be defined upon audition results. Students may be placed in one of four chorus classes. Students will also be required to take Piano as a secondary instrument class (10th grade) and Vocal Technique class (11 grade). Students must maintain a 3.0 GPA in all applied music classes to be eligible to perform and an overall 2.5 GPA to be in good VPA standing

Dance: All students who are interested in investigating dance classes are welcome to enroll in one or two periods of dance. Dance students participate in after school rehearsals and performances at least once per semester, and will be required to obtain appropriate attire, footwear and grooming supplies. Space in the non-blocked elective dance class is extremely limited, priority is given to grade 9 students. All dance students are encouraged to apply for placement into beginning, intermediate, and advanced level VPA “double block” classes consisting of both ballet and dance technique courses. VPA “double block” dance students have more opportunities for performance each semester than general population students and are eligible to attend special in-state and out-of-state trips. Dance trips include observing professional performances and participating in state assessment, workshops, and audition opportunities for colleges, universities, scholarships, and professional companies. Level 4 and 5 VPA “double block” dance students may join Repertory Dance Ensemble performance group by enrolling in the dance repertory courses where they will have the opportunity to learn traditional and contemporary repertoire, focus on solo and small group pieces, create and collaborate on student choreography and participate in many more performances. All levels of VPA “double block” dance classes fill quickly, early application and placement audition is encouraged.

Music: Band - Students accepted into the Wind Ensemble and Jazz Band 1 (top jazz band) are considered VPA students and will be afforded extra opportunities. Students in VPA band/jazz band will be expected to jury (perform for the faculty to demonstrate mastery of musical concepts) each quarter. They will be expected to participate in FBA district solo and ensemble festival and will need to pass a basic theory test in order to earn the VPA endorsement. Students accepted into the Symphonic band are considered “Pre-VPA” and will be expected to learn music theory and the foundations of music performance as they prepare to audition for the VPA classes. Jazz 2 (lower jazz band) and Concert Band are open enrollment classes and require no audition to participate, however students MUST have some experience in the past with playing a musical instrument. Additionally, students are expected to have their own instrument OR rent one from the school as available and according to school board policy. ALL 9TH GRADE STUDENTS WILL BE PLACED IN CONCERT BAND UNLESS THEY AUDITION FOR A HIGHER BAND. Again, there is no pre-requisite for the lower jazz band, however we are limited to how many students we can take in that class (balanced instrumentation)

Orchestra—Students must apply and audition for acceptance into the Orchestra VPA program. Students must complete 8 credits from the performing arts as prescribed in the orchestra VPA requirements packet once they are accepted. Students who choose this path will gain skills and knowledge to prepare them for a college audition or placement. Students who want to be a music major in college/professional musician should apply and be members of the Orchestra VPA program to ensure readiness for their future. After school ensembles are required for VPA students.

Percussion—Students must apply and audition for acceptance into the Percussion VPA program. Students must complete 8 credits from the performing arts as prescribed in the percussion VPA requirements packet once they are accepted. Students who choose this path will gain skills and knowledge to prepare them for a college audition or placement. Students who want to be a music major in college/professional musician should apply and be members of the Percussion VPA program to ensure readiness for their future. After school ensembles are required for VPA students.

Theatre: Students who apply to the Visual and Performing Arts Magnet Program, because they are considering theatre as a possible career, must complete the VPA Application process and Placement Audition. If accepted, all VPA students are required to take specific courses every school year. There are 2 focus choices: Acting and Musical Theatre. Students in Acting must enroll in Theatre 1-4 and Acting 1-4. Students in a Musical Theatre focus must enroll in Voice and Diction (1st year), Musical Theatre 1-3 (years 2-4). If they are also enrolled in the Acting program, they don't have to take additional classes. If they are not enrolled in the Acting program, then they must choose between Vocal Techniques, Choir, Dance Technique or Ballet.

Students in both programs are encouraged to take some summer online classes in order to make room for additional theatre classes but are not required. Both acting and musical theatre students are required to purchase rehearsal wear and performance footwear for participation. Students accepted to the VPA Program will be eligible to attend special trips, workshops, and audition opportunities for colleges and scholarships.

Visual Arts: Students interested in applying to the visual arts program will be expected to submit a digital portfolio of their artwork made in previous art classes and/or on their own. In addition, students will be required to get two teacher recommendations to submit as part of the application process. Students should have a minimum 2.5 GPA and maintain a 3.0 GPA in their visual arts courses while in the high school program. Visual arts student in the VPA program will be expected to participate in several art shows each school year. Students accepted to the visual arts program will be eligible to attend special field trips, receive art awards, and apply for art scholarships and colleges.

The Visual and Performing Arts (VPA) Magnet Program at North Port High School provides highly specialized and intensive training for students who possess special talents in the visual and performing arts area of music, dance, and theatre (performance and technical). Students take at least 6-8 credits within their arts discipline. The experiences and training provided by the Visual Performing Arts Academy are designed to prepare the serious student of the arts for future study.

Students who apply/audition to the Visual and Performing Arts Magnet Program because they are considering a career in the arts field, wish to major or minor in the arts in college, or consider the arts a personal passion, must complete the VPA application process and placement audition. Students must have a 2.5 GPA upon applying. If accepted, all VPA students are required to take specific courses within their own arts discipline every school year. Students must maintain a 3.0 GPA within their VPA courses to remain in the program.

Dance

Ballet I	Grades 9, 10, 11, 12	Course Number 0300340
Ballet II	Grades 10, 11, 12	Course Number 0300350
Ballet III	Grades 11, 12	Course Number 0300360
Ballet IV Honors	Grades 12	Course Number 0300370

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	Y	C	N	E

Prerequisite(s): Ballet I – No Prerequisite

Ballet II, III, IV - previous course or Teacher Recommendation

The purpose of these courses is to provide students with opportunities to acquire knowledge and skills in basic, intermediate, and advanced ballet techniques. The content should include knowledge and application of ballet terminology, barre and center techniques (including correct placement of the body and extension of the arms and legs, turns, jumps and leaps, and may include pointe or partnering as appropriate), choreography and performance, as well as the study of dance notation. Acquisition of proper technique will be emphasized. Students will develop technical proficiency and sequence acquisition skills, strength and control body alignment including line and turn out, movement dynamics and coordination, spatial awareness, performance and musicality, components of physical fitness for ballet, creative ability in choreography.

Dance Repertory I	Grades 9, 10, 11, 12	Course Number 0300400
Dance Repertory II	Grades 10, 11, 12	Course Number 0300410
Dance Repertory III Honors	Grades 11, 12	Course Number 0300420
Dance Repertory IV Honors	Grades 12	Course Number 0300430

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	Y	C	N	E

Prerequisite(s): Dance Repertory I- Teacher Recommendation

Dance Repertory II, III, IV Honors – Previous Course or Teacher Recommendation

NOTE: All students wishing to enroll in the 5th period Repertory Dance Ensemble course must have received audition placement into the 3rd and 4th period Level 4 or 5 VPA Block.

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for solo work, group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Public performances may serve as a culmination of specific instructional goals. Students will participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class must obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.



Dance Technique I	Grades 9, 10, 11, 12	Course Number 0300310
Dance Technique II	Grades 10, 11, 12	Course Number 0300320
Dance Technique III Honors	Grades 11, 12	Course Number 0300490
Dance Technique IV Honors	Grades 12	Course Number 0300334

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	Y	C	N	E

Prerequisite(s): No Prerequisite for Dance Technique I
Dance Technique II, III, IV - Previous Course or Teacher Recommendation

These courses are for beginning, intermediate, and advanced level dance students. In Dance Technique I students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences. In intermediate courses students will learn and perform additional steps and techniques in two or more dance styles as listed above. Content will include additional terminology, dance history, somatic practices, basic choreography, and dance criticism. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed above and will learn how to critique dances. In the advanced course students will acquire technical advancement with emphasis on developing performance qualities, dynamics, focus, projection, and expressive range.



Music

Band I	Grades 9, 10, 11, 12	Course Number 1302300
Band II	Grades 9, 10, 11, 12	Course Number 1302310
Band III	Grades 9, 10, 11, 12	Course Number 1302320
Band IV	Grades 9, 10, 11, 12	Course Number 1302330
Band V Honors	Grades 9, 10, 11, 12	Course Number 1302340
Band VI Honors	Grades 9, 10, 11, 12	Course Number 1302350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s):

Band I – No Pre-requisite. Students placed into class period based on previous experience.

Band II, III, IV – By Audition only.

The purpose of these courses is to enable students to develop technical skills on wind instruments or other band instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading, and ear training. Responsible participation in music activities is required. Participation in Marching Band, Bobcat Band, or completion of an alternate assignment is a requirement for being in concert band. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

All classes are open to 9th – 12th grade students. **These courses require students to participate in extra rehearsals and performances beyond the school day as part of their grade.**

Chorus I	Grades 9, 10, 11, 12	Course Number 1303300
Chorus II	Grades 9, 10, 11, 12	Course Number 1303310
Chorus III	Grades 9, 10, 11, 12	Course Number 1303320
Chorus IV	Grades 9, 10, 11, 12	Course Number 1303330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite for Chorus I

Chorus II, III, & IV - previous course or Teacher Recommendation

The purpose of these courses is to enable students to develop individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Guitar I

Grades 9, 10, 11, 12

Course Number 1301320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger- picking patterns, and ensemble skills for a variety of music.

Instrumental Ensemble I	Grades 9, 10, 11, 12	Course Number 1302460
Instrumental Ensemble II	Grades 9, 10, 11, 12	Course Number 1302470
Instrumental Ensemble III	Grades 9, 10, 11, 12	Course Number 1302480
Instrumental Ensemble IV Honors	Grades 9, 10, 11, 12	Course Number 1302490

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation—this class is for skilled percussion students. Students with little to no percussion training may sign up for Instrumental Techniques I.

These courses enable students to develop performance skills on a selected instrument in a larger ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized. Content includes technical skills, individual ensemble techniques, music literacy, sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own and other students' performances and understand the role and influence of instrumental music and musicians. Responsible participation in music activities is emphasized. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Jazz Ensemble I	Grades 9, 10, 11, 12	Course Number 1302500
Jazz Ensemble II	Grades 9, 10, 11, 12	Course Number 1302510
Jazz Ensemble III	Grades 9, 10, 11, 12	Course Number 1302520
Jazz Ensemble IV Honors	Grades 9, 10, 11, 12	Course Number 1302530

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation, previous experience with a band instrument

The purpose of these courses is to enable students to develop technical skills on standard jazz band instruments through the refinement and performance of high school jazz literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading, and ear training. Responsible participation in music activities is required. This course requires students to be in a concert band class with the exception of the following instruments—guitar, piano, bass guitar, vocalist. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Keyboarding I

Grades 9, 10, 11, 12

Course Number 130136

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite for Keyboarding I
Keyboarding II – previous course

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Performances may serve as a culmination of specific instructional goals. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Modern Music I

Grades 9, 10, 11, 12

Course Number 1305400

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Previous experience playing an instrument or teacher recommendation

The purpose of this course is to enable students to participate in creating modern music with their peers. Content includes developing instrumental playing skills, musical literacy, communication skills, and performance skills. Students will work in small groups to form their own band and choose their own repertoire. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Music Theory I

Grades 10, 11, 12

Course Number 1300300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Successful completion of one North Port HS Music Ensemble Credit (Band, Orchestra, Choir) or Piano Class; Teacher Recommendation.

Music Theory I is the most academically challenging course in the music department. Students in Music Theory I must know how to read music fluently prior to enrollment. Music Theory I teaches the students the elements of pitch and rhythm as well as introducing triads and seventh chords in major and minor keys and their inversions, the principles of voice leading, root-position part-writing, the harmonic progression and sequence, and cadences, phrases, periods, and sentences (in music). This course is designed for the high school sophomore through senior who does well in their music ensemble and wants to extend their learning for a 'behind-the-scenes' experience of music composition.



Orchestra I	Grades 9, 10, 11, 12	Course Number 1302360
Orchestra II	Grades 9, 10, 11, 12	Course Number 1302370
Orchestra III	Grades 9, 10, 11, 12	Course Number 1302380
Orchestra IV	Grades 9, 10, 11, 12	Course Number 1302390
Orchestra V Honors	Grades 9, 10, 11, 12	Course Number 1302400
Orchestra VI Honors	Grades 9, 10, 11, 12	Course Number 1302410

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Orchestra I -- previous experience playing a string instrument or Teacher Recommendation
Orchestra II, III, IV -- previous course or Teacher Recommendation

The purpose of these courses is to enable students to develop technical skills on orchestral stringed instruments violin, viola, cello, and bass only through the refinement and performance of high school orchestra literature. There are four orchestras at North Port High School, Prelude, Concert, Pops!, and Advanced. Prelude and Concert Orchestras are the preparatory courses for Pops! and Advanced. Prelude and Concert perform every semester in our Performing Arts Center. Freshmen interested in earning VPA Endorsements should audition, *then*, enroll in both courses. Pops! and Advanced Orchestras are designed specifically for Sophomores through Seniors via audition and successful completion of the previous year(s) in orchestra. Pops! Orchestra performs popular music styles such as jazz, swing, rock, and fiddle. Enrollment. Advanced Orchestra is the competitive ensemble that performs many off-campus events throughout Florida, competitions, and tours to educational, tourist destinations. Private lessons are not required, but highly recommended.

Regardless of ensemble enrollment, students will develop performance and interpretative skills expressive markings, individual and ensemble performance, and critical listening. Content will include technical skills, individual and ensemble techniques, music literacy, sight reading, and ear training. Responsible participation in music activities is required. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Vocal Ensemble I	Grades 9, 10, 11, 12	Course Number 1303440
Vocal Ensemble II	Grades 9, 10, 11, 12	Course Number 1303450
Vocal Ensemble III	Grades 9, 10, 11, 12	Course Number 1303460
Vocal Ensemble IV	Grades 9, 10, 11, 12	Course Number 1303470

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

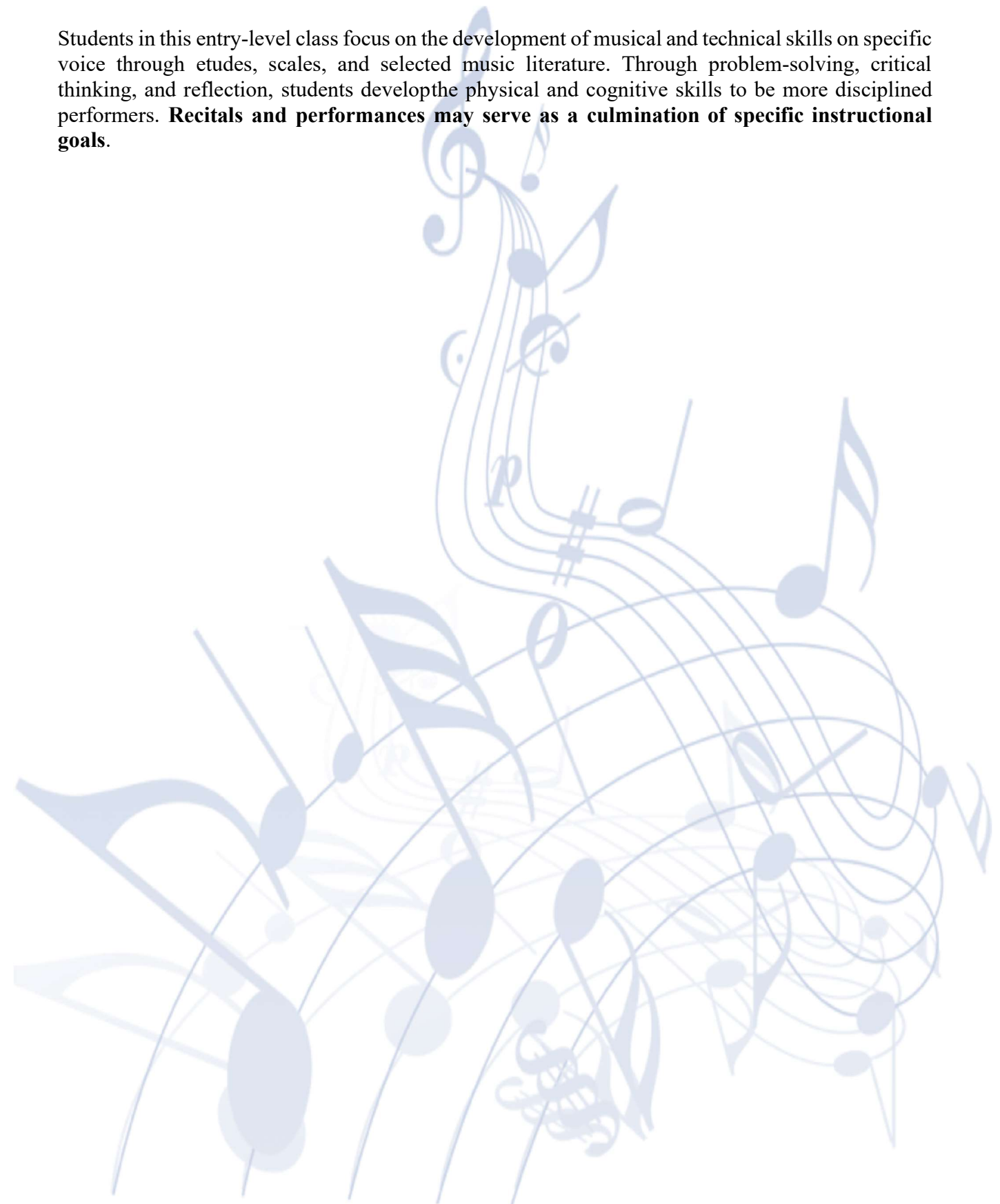
Prerequisite(s): Teacher Recommendation

The purpose of these courses is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on healthy and expressive signing, accurate interpretation of notation, and development of critical and aesthetic response to music. Content includes vocal production, choral performance techniques, music literacy, and sight reading and ear training. Students will understand the elements and characteristics of music, improvisation, composition, and arranging. Students will analyze their own as well as other students' performances and understand the role and influence of choral music and musicians. Connections between music and other subject areas will be made. Responsible participation in music activities is emphasized. **This course requires students to participate in extra rehearsals and performances beyond the school day.**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No Prerequisite

Students in this entry-level class focus on the development of musical and technical skills on specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. **Recitals and performances may serve as a culmination of specific instructional goals.**



Theatre Arts

Acting I	Grades 9, 10, 11, 12	Course Number 0400370
Acting II	Grades 10, 11, 12	Course Number 0400380
Acting III	Grades 11, 12	Course Number 0400390
Acting IV Honors	Grades 12	Course Number 0400400

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation, VPA students only

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. **Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

Pre-AICE Drama	Grades 9, 10, 11, 12	Course Number 0400345
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): None

This course encourages learners to develop their basic skills in performing, devising and researching a wide range of theatrical styles and genres. They learn vocabulary that will help them in practical and creative work on performance and devised materials. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.

AICE Drama	Grades 10, 11, 12	Course Number 0400346
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation

This course encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.



Music Theatre I	Grades 9, 10, 11, 12	Course Number 0400700
Music Theatre II	Grades 9, 10, 11, 12	Course Number 0400710
Music Theatre III	Grades 9, 10, 11, 12	Course Number 0400720

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Voice and Diction, VPA students only

This course focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. **Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

Tech Theatre Des & Prod I	Grades 9, 10, 11, 12	Course Number 0400410
Tech Theatre Des & Prod II	Grades 10, 11, 12	Course Number 0400420
Tech Theatre Des & Prod III	Grades 11, 12	Course Number 0400430
Tech Theatre Des & Prod IV Honors	Grades 11, 12	Course Number 0400440

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Technical Theater Design & Production I – none
Technical Theater Design & Production II, III, IV - previous course required

This course was formerly known as Stagecraft. The purpose of these courses is to introduce students to the fundamentals and technical aspects of theatre production in Technical Theater Design & Production, inclusive of set design and construction; developing properties, lighting design and execution and sound design. In Technical Theater Design & Production II – IV students will develop fundamental skills in stagecraft and apply them through practical experiences. The content should include, but not be limited to safety issues and regulations; theatre terminology; elements of technical theatre; trends in technical design; relationship between script and directorial concepts; properties, costumes, and make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. Each course has progressively more advanced techniques and applications.

Technical Theatre: Design and Production for Scenery and Props	Grades 9, 10, 11,12	Course Number 0400407
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher approval; VPA students only

Students focus on learning basic tools and procedures for designing and creating scenery and properties with attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. **Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.**

Theatre I	Grades 9, 10, 11, 12	Course Number 0400310
Theatre II	Grades 9, 10, 11, 12	Course Number 0400320
Theatre III Honors	Grades 9, 10, 11, 12	Course Number 0400330
Theatre IV Honors	Grades 9, 10, 11, 12	Course Number 0400340

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): No prerequisite for Theatre I, VPA students only
Theatre II, III, IV - previous course, VPA students only

These courses provide the student with knowledge of vocal techniques, theatre movement and directing techniques. Theatre production, management techniques, publicity, design, construction, lighting, sound, and the business of theatre are emphasized (Level I). In the advanced courses, students analyze the functions of a director and script, in addition to production and management. Knowledge of vocal and movement techniques, blocking, backstage management and play production provide the experience for learning all aspects of theatre arts. Content includes developing and synthesizing intermediate-level elements of theatre arts into a final production using varied media, techniques, and processes. The content should include, but not be limited to, the following: acting and characterization; improvisation; theatre terminology; historical, cultural, and societal influences; analysis and evaluation of dramatic literature; movement and vocal production; technical theatre and design; playwriting skills; theatre arts personnel; publicity; artistic discipline; audience etiquette; role of the director; auditioning and casting; production management techniques; roles and careers. **Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

Theatrical Direction I	Grades 11, 12	Course Number 0400500
Theatrical Direction II Honors	Grades 11, 12	Course Number 0400510

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Theatrical Direction I - Teacher Recommendation
Theatrical Direction II Honors - Theatrical Direction I

The purpose of these courses is to enable students to develop knowledge of the fundamentals of directing. The content for Theatrical Direction I should include, but not be limited to, the following: theatre terminology; communication of acting terms and skills; history of directing; movement related to staging and production; play analysis; directing techniques; performance evaluation; career opportunities. In Theatrical Direction II students apply the fundamentals of directing to actual scene work. The content should include, but not be limited to, the following: preproduction requirements; director's concept and promptbook; auditioning and casting procedures; rehearsal techniques; communication of acting terms and skills; leadership skills; direction of a theatrical production; directing styles and techniques; critique and evaluation; career opportunities. **Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Teacher Recommendation, VPA students only

Students assess their own and other' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. **Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.**



Visual Arts

AP 2D Art & Design

Grades 11, 12

Course Number 0109350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite(s): A variety of beginning and advanced 2-D art courses, Teacher recommendation

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

AP Art History

Grades 11, 12

Course Number 0100300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X	N	C	N	E

Prerequisite(s): Teacher recommendation

AP Art History is a college-level humanities course. It explores the history of art across the globe from prehistory to the present. Students will analyze works of art through observation, discussion, reading, and research. Students will be able to evaluate works of art from different eras and cultures, along with making connections to artistic traditions, styles, or practices in a work of art. Students will also develop a theory about the meaning of each work of art throughout the course. In May, students will be tested on their understanding of the art historical concepts covered in the course units, as well as their ability to analyze and compare works of art and place them in historical context, on the exam.

AP Drawing

Grades 11, 12

Course Number 0104300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X	N	C	N	E

Prerequisite(s): A variety of beginning and advanced 2-D art courses, Teacher recommendation

AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Ceramics/Pottery I
Ceramics/Pottery II
Ceramics/Pottery III

Grades 9, 10, 11, 12
Grades 10, 11, 12
Grades 11, 12

Course Number 0102300
Course Number 0102310
Course Number 0102320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Ceramics/Pottery I - Creating 3-D Art, 3D Studio Art I, and/or Teacher Recommendation
Ceramics/Pottery II - Ceramics I
Ceramics/Pottery III - Ceramics II

These courses enable students to recognize the properties, limitations, and possibilities of clay through the creation of functional and nonfunctional ceramics. Ceramics/Pottery I students explore basic hand-building techniques, surface design, and the application of formal and expressive elements. Levels II and III include wheel throwing techniques. Students will understand and apply terminology and processes specifically related to the design, construction, surface design and firing of works. Content will make cultural and historical connections, will include reasoning and critical thinking, with emphasis on the evaluation of pottery as works of art and functional objects. This course incorporates hands-on activities and use of art materials.

Creating Three-Dimensional Art

Grades 9, 10, 11, 12

Course Number 0101365

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.500	N	N	N	C	N	E

Prerequisite(s): No Prerequisites

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

Creating Two-Dimensional Art

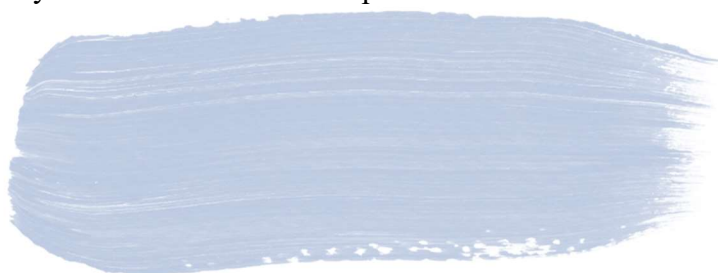
Grades 9, 10, 11, 12

Course Number 0101355

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.500	N	N	N	C	N	E

Prerequisite(s): No Prerequisites

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.



Drawing and Painting I
Drawing and Painting II

Grades 9, 10, 11, 12
Grades 9, 10, 11, 12

Course Number 0104340
Course Number 0104350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Drawing and Painting I - 2-D Design and/or Teacher Recommendation
Drawing and Painting II - Drawing and Painting I

These courses enable students to develop fundamental perceptual, observational, and compositional skills to create and communicate a range of subject matter, symbols, ideas, and concepts. Content includes basic knowledge of two-dimensional design using painting and drawing media such as pencil, ink, tempera, and acrylic. Students will be introduced to vocabulary and techniques specific to drawing and painting. In Drawing and Painting II, students develop a higher level of perceptual, observational, and compositional skills necessary to create and communicate a range of subject matter, symbols, ideas, and concepts using a wide range of drawing and painting media, techniques, and vocabulary. This course incorporates hands-on activities and use of art materials.

Portfolio Development: Drawing-Honors Grades 11, 12

Course Number 0109310

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X	N	C	N	E

Prerequisite(s): Teacher recommendation

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media. In keeping with the rigor for an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, and creative risk-taking. This course incorporates hands-on activities and use of art materials

Portfolio Development: Two-
Dimensional Design Honors

Grades 11, 12

Course Number 0109320

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X	N	C	N	E

Prerequisite(s): Teacher recommendation

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies. In keeping with the rigor for an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, and creative risk-taking. This course incorporates hands-on activities and use of art materials.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

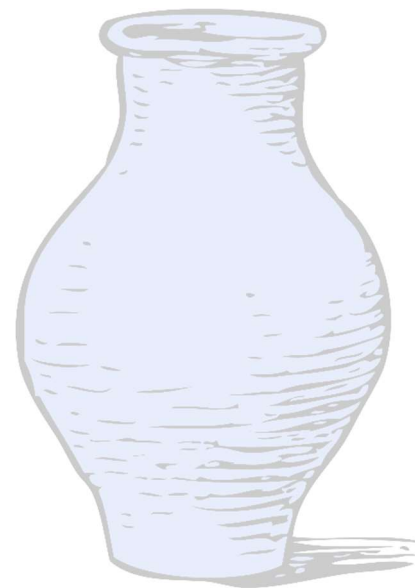
Prerequisite(s): Creating 3D Art, Ceramics I, and/or Teacher Recommendation

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper mâché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale using positive and negative space, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	N	E

Prerequisite(s): Teacher Recommendation

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and of their peers. Through an investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and use of art materials. This course is advanced art course for beginning art students.



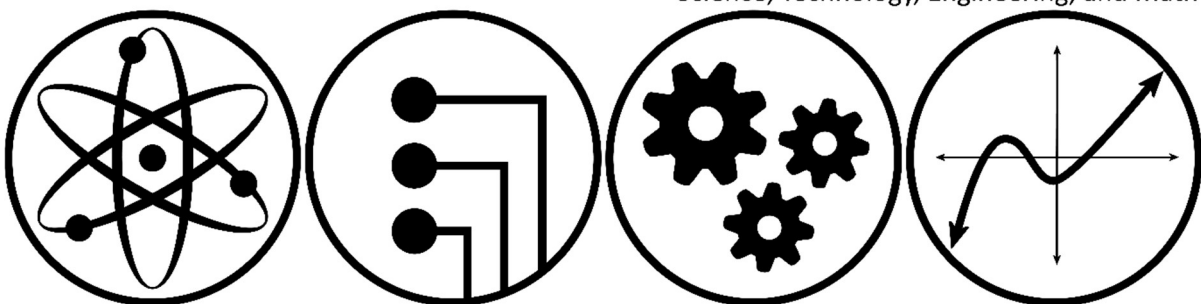
Career and Technical Education (CTE)



CTE Pathways

Applied Engineering Technology
Digital Multimedia
Commercial Foods and Culinary Arts
Medical Skills and Services
Construction
On the Job Training
CTE Electives

Science, Technology, Engineering, and Math



Applied Engineering Technology

Applied Engineering Tech I

Grades 9, 10

Course Number 8401110

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

Prerequisite(s): No prerequisite

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

Applied Engineering Tech II

Grades 10, 11

Course Number 8401120

Applied Engineering Tech III

Grades 11, 12

Course Number 8401130

Applied Engineering Tech IV

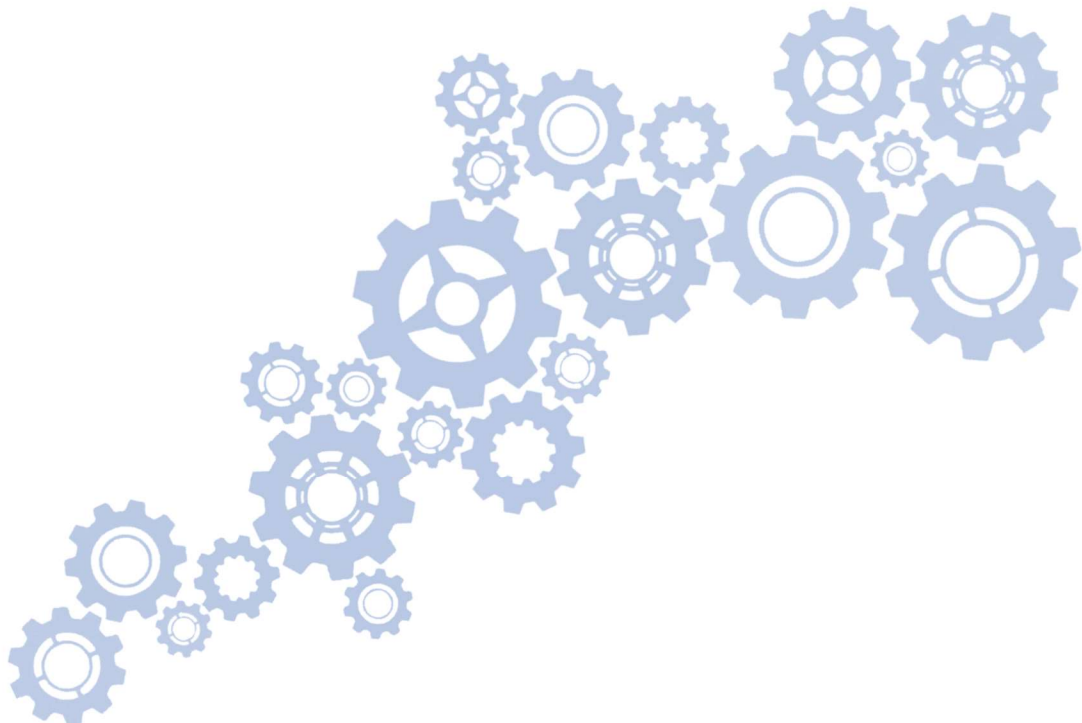
Grade 12

Course Number 8601900

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

Prerequisite(s): Applied Engineering Tech II - Applied Engineering Tech I
Applied Engineering Tech III - Applied Engineering Tech II
Applied Engineering Tech IV - Applied Engineering Tech III

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics.



Digital Media/Multimedia Design

Digital Media/Multimedia Foundations 1

Grades 9, 10, 11, 12

Course Number 8201210

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

The purpose of this program is to prepare students for work as multimedia artists and animators. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

Digital Media/Multimedia Foundations 2

Grades 10, 11, 12

Course Number 8201220

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

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

Digital Media/Multimedia Foundations 3

Grades 10, 11, 12

Course Number 8201230

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	E	C	Y	E

This course provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

Student news communication done through this course.

Arts, A/V Technology & Communications Grades 11, 12

Course Number 8200400

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	E	C	Y	E

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Arts, A/V Technology and Communication cluster that will enhance opportunities for employment in the career field chosen by the student.



Commercial Foods Culinary Arts

Culinary Arts I	Grades 9, 10	Course Number 8800510
Culinary Arts II	Grades 10, 11	Course Number 8800520
Culinary Arts III	Grades 11, 12	Course Number 8800530
Culinary Arts IV	Grades 12	Course Number 8800540

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): No prerequisite

The purpose of this program is to prepare students for employment as restaurant cooks. Students will learn food preparation and serving, and identification, storage, selection and presentation of a wide variety of foods. Lab activities include instruction in the use of tools, equipment, materials and processes found in the industry.



Medical Skills & Services

Health Science Anatomy & Physiology Grades 10, 11

Course Number 8417100

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): No prerequisite

This course is part of the Secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Health Science Foundations

Grades 11, 12

Course Number 8417110

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): Health Science Anatomy & Physiology

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs. Students may shadow professionals throughout the course.

Electrocardiograph Technician III

Grade 12

Course Number 8427130

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): Health Science Anatomy & Physiology, and Health Science Foundations

This course prepares students to be employed as Electrocardiograph Technicians. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Technician.



Construction

Building Trades & Construction Design Technology I

Grades 10, 11

Course Number 8722010

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): No prerequisite

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.

Building Trades & Design Technology III

Grades 10, 11

Course Number 8722030

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	Y	E

Prerequisite(s): No prerequisite

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.

Building Trades & Construction Design Technology II

Grades 11, 12

Course Number 8722020

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): Building Trades & Construction Design Technology I &
Building Trades & Design Technology III

Students will practice and demonstrate their fundamental skills including but not limited to the rough-in and finish work associated with the following trades: carpentry, masonry, painting, electrical, plumbing, and HVAC. Industry professionals from local construction companies will support instructional activities.

Building Trades & Construction Design Technology IV

Grades 11, 12

Course Number 8722040

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	Y	E

Prerequisite(s): Building Trades & Construction Design Technology I &
Building Trades & Design Technology III

Students will understand laws, contracts, architectural drawings, and logistics relating to construction trades. Industry professionals from local construction companies will support instructional activities.

On the Job Training

Cooperative Diversified ED (OJT)

Grades 11, 12

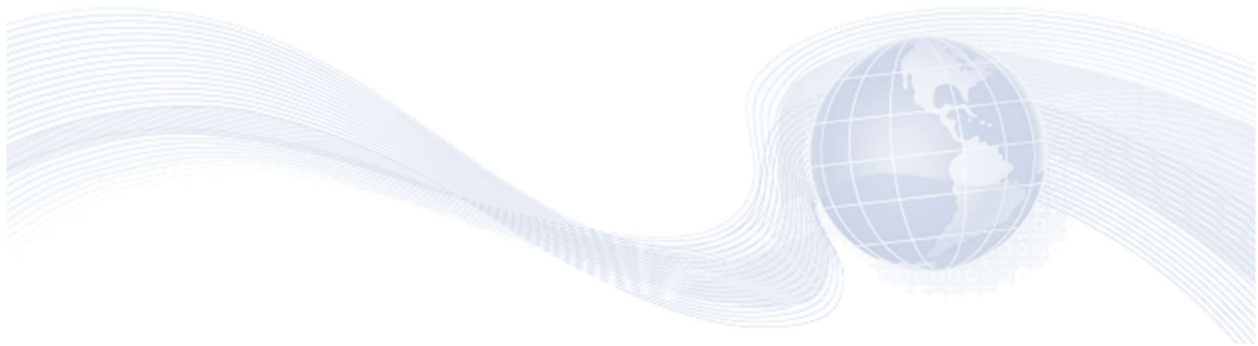
Course Number 8300420

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
Multiple	N	N	N	C	N	N

Prerequisite(s): Completion of courses in a CTE Program, 2.0 GPA or higher, Application, and Teacher Approval

This course provides on-the-job training for students enrolled in Career and Technical Education programs. This course is an extension of the school's classroom setting in which learning experiences are provided to prepare students for employment CTE occupations / career cluster.

Class Notes: 1. Students must have successfully earned an Industry Certification/Rigorous course credit
2. Attendance and grades are strictly monitored to maintain course enrollment



CTE Electives

Introduction to Hospitality and Tourism

Grades 9, 10, 11, 12

Course Number 8850110

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	E

Prerequisite(s): No prerequisite

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

Technology for Hospitality & Tourism

Grades 10, 11, 12

Course Number 8703110

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	E

Prerequisite(s): Introduction to Hospitality and Tourism

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Business Ownership

Grades 11, 12

Course Number 8812000

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	Y	E

Prerequisite(s): No prerequisite

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

The purpose of this program is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.

Foundations of Programming

Grades 9, 10, 11, 12

Course Number 9007210

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	C	Y	E

Prerequisite(s): No prerequisite

This course introduces concepts, techniques, and processes associated with computer programming and software development.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	E	Y	E

Prerequisite(s): Foundations of Programming, Teacher recommendation

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	N	N	E	Y	E

This course requires additional science content that must include benchmarks from at least one other Body of Knowledge. Benchmarks must include rigor appropriate for Level 3 courses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.



General Electives

Journalism I	Grades 9, 10, 11	Course Number 1006300
Journalism II	Grades 10, 11, 12	Course Number 1006310
Journalism III	Grades 11, 12	Course Number 1006320
Journalism IV	Grades 12	Course Number 1006330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	Y	E

Prerequisite: No prerequisite for Journalism I; previous course for II, III, & IV

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic productions may be included as connected to workshop experiences.

Psychology I	Grades 10, 11, 12	Course Number 2107300
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	C

Prerequisite(s): No prerequisite

The purpose of this course is to provide students an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Students will acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. Content will include the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

Law Studies	Grades 10, 11, 12	Course Number 2106350
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	C

Prerequisite(s): No prerequisite

This course consists of: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Florida History

Grades 9, 10, 11, 12

Course Number 2100350

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	C

Prerequisite(s): No prerequisite

World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military, and cultural events that affected the state.

Holocaust History

Grades 11, 12

Course Number 2109430

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	C

Prerequisite(s): No prerequisite

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945). Content will include, but is not limited to, the examination of twentieth century riots and of twentieth century and twenty- first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

Recreational Activities

Grades 9, 10, 11, 12

Course Number 1502470

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	N

Prerequisite(s): No prerequisite

This course will explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Will analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities, interpret, and apply the rules associated with specific course activities. Select and apply sport/activity specific warm-up and cool-down techniques and complete competencies in two or more recreational activities.

Outdoor Education

Grades 9, 10, 11, 12

Course Number 1502480

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	C	N	N

Prerequisite(s): No prerequisite

This course includes the analysis of long-term benefits of participation in physical activities, the evaluation of the risks, safety procedures and rules of outdoor equipment usage and competencies in two or more outdoor sports.

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	E

Prerequisite(s): No prerequisite

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

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	E	N	E

Prerequisite(s): No prerequisite

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content includes goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements, postsecondary education and training opportunities, skills for applications and interviews, financial planning and sources of educational financial assistance, career planning.



Physical Education

Health Options Through
Physical Education (HOPE)

Grades 9, 10, 11, 12

Course Number 3026010

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	N

Prerequisite(s): No Prerequisite

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

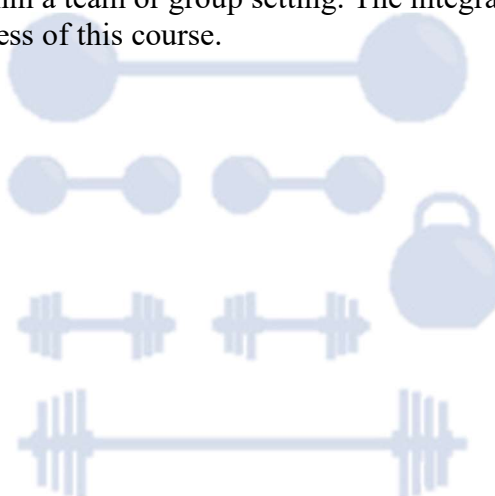
- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy
- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality including Abstinence and HIV
- Internet Safety

PE 1	Grades 9, 10, 11, 12	Course Number 1503310
PE 2	Grades 9, 10, 11, 12	Course Number 1502430
Weight Lifting 1	Grades 9, 10, 11, 12	Course Number 1503400
Weight Lifting 2	Grades 9, 10, 11, 12	Course Number 1503410

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	N	N	C	N	N

Prerequisite(s): No Prerequisite

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



ROTC and Experiential Courses

Naval Science I	Grades 9, 10, 11, 12	Course Number 1802300
Naval Science II	Grades 9, 10, 11, 12	Course Number 1802310
Naval Science III	Grades 10, 11, 12	Course Number 1802320
Naval Science IV	Grades 10, 11, 12	Course Number 1802330

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	E	N	E

Prerequisite(s): No Prerequisite for Level I; Prior level for II, III, & IV

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. Students will develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level. It includes introduction to the NJROTC program and its missions, goals, and objectives; overview of the naval science curriculum; benefits of the NJROTC program; naval leadership and followership traits and principles; duties, rights, and responsibilities of informed citizens; basis of our government and its role in today's society; various types of government in different parts of the world; student's role as a citizen of the United States; role of military forces in our national defense; mission and organization of the Navy in maintaining freedom of the seas; mission and construction of Navy ships and aircraft; NJROTC uniform regulations, appearance, and composition; and other prescribed components of the NJROTC program. Level II extends the content into American naval history. Level III addresses American law, and Level IV applies all knowledge, skills and leadership strategies.



NJROTC

FACT Sheet

Did you know?

Fact 1

**NJROTC Stands for
Naval Junior Reserve
Officers Training Corps**

Fact 2

**NJROTC is a jointly
sponsored Navy and
secondary school
citizenship and
leadership program for
students in grades 9
through 12**

Fact 3

**NJROTC is an
education program.
Cadets are under no
Navy obligation**

Fact 4

**NJROTC is open to all
who meet the physical
standards of the
NJROTC program**

Fact 5

**NJROTC teaches
self-discipline,
self-confidence, and
leadership skills to help
you successfully meet
life's challenges**

Fact 6

**NJROTC education can
be a big assist or
students enlisting in the
service or seeking
nominations to the
Naval Academy, or
interested in qualifying
for a NJROTC college
scholarship**

Fact 7

**NJROTC cadets are
provided with uniforms,
books, training aids, and
other types of equipment
paid for by the Navy**

Fact 8

**NJROTC encourages
the formation of drill
teams, group athletics,
marksmanship teams,
and other types of
extracurricular
activities**

Fact 9

**NJROTC cadets take
part in ship training
cruises, orientation
visits, and field trips to
various naval activities
to enhance their
classroom studies**

Fact 10

**The NJROTC program
is taught by retired
officers and enlisted
personnel**



**Want to know more?
You can find out more about the NJROTC
program by visiting your Naval Science
Instructor or School Counselor**

Exceptional Student Education (ESE)

The Exceptional Student Education (ESE) Program administers programs for students with disabilities and for gifted students. Additionally, the ESE Department coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.

North Port High School ESE Liaisons:

Candace Hurley, Victoria O’Gorman, and Tish Temple

Unique Skills (U: SKLS)

Grades 9, 10, 11, 12

Course Number 7963070

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
Multiple	N	N	N	N	N	N

Prerequisite(s): No Prerequisite

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self- management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self- management and interpersonal skills. A student may earn multiple credits in this course. The course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Career Preparation

Grades 9, 10, 11, 12

Course Number 7980110

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
Multiple	N	N	N	N	N	N

Prerequisite(s): No Prerequisite

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student’s desired post school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year



Teen Parent, Performance Based Program (PBP), and English Speakers of Other Languages (ESOL)

Teen Parent

The Teen Parent program is a dropout prevention program for expectant students and school-age parents that will meet the immediate needs of the young parent and infant and enable them to become self-sustaining members of society. The overall goal of the program is to increase the likelihood that expectant and parenting students will earn a high school diploma through the provision of an educational program to meet their needs. Childcare is provided by an accredited childcare center on campus. Other goals include improving the student's knowledge of health and child development related to pregnancy and parenting.

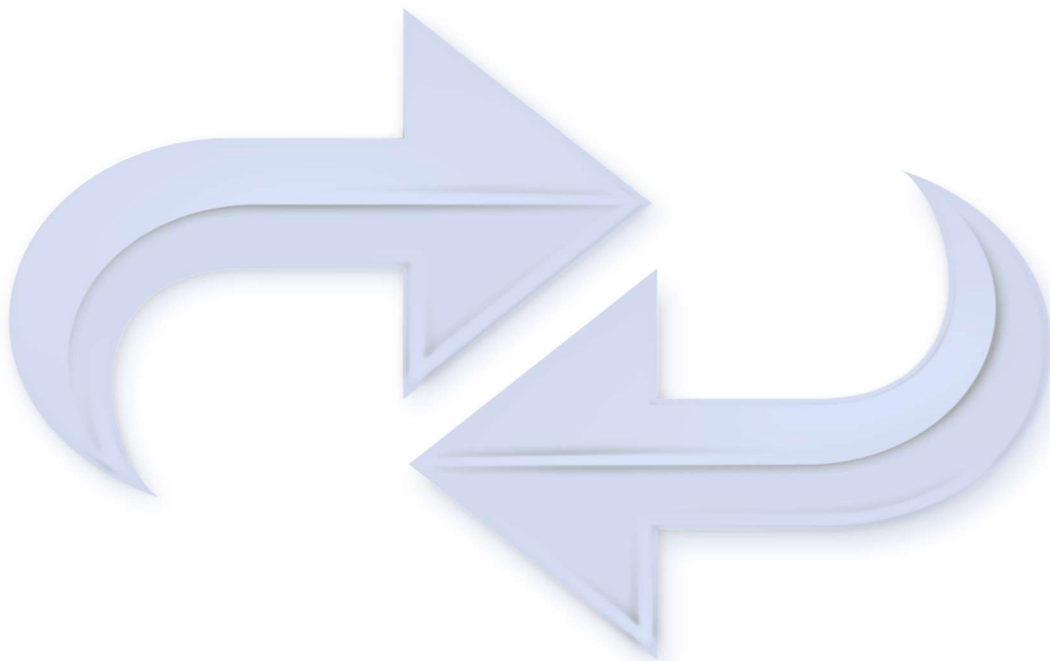
Performance Based Program (PBP)

North Port High School offers a Performance Based Program (PBP) for students that are struggling to meet graduation requirements in a traditional classroom setting. The program currently uses Edmentum as its' digital curriculum. Your school counselor can discuss eligibility requirements with you and your family.

Performance-Based Program courses offered at NPHS do not meet the NCAA standards and guidelines. Student athletes considering courses in the Performance-Based Program setting, should make teachers and school counselors aware that they are an athlete and may refer to www.ncaa.org for questions and answers.

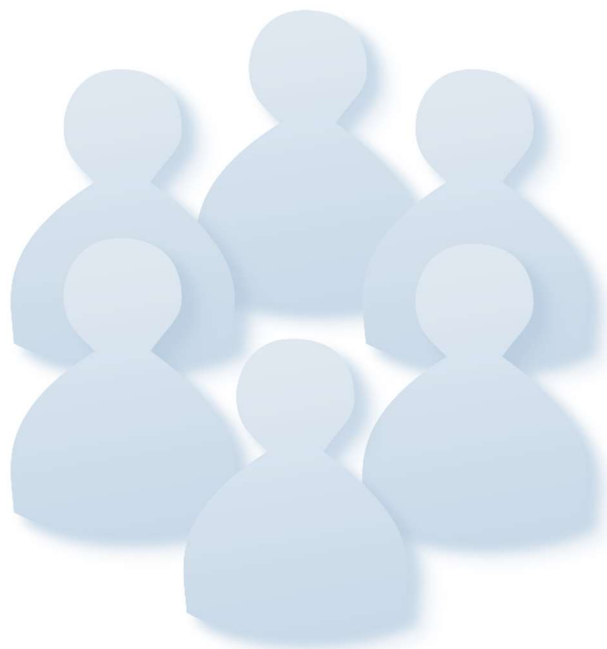
English Speakers of Other Languages (ESOL)

North Port High School believes that each Limited English Proficient (LEP) child enrolled in the program is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement and special needs. The premise of the program is to develop language proficiency and academic potential. The goal is to provide equal educational opportunities for all LEP students.



Clubs & Organizations

Academic Olympics
Fellowship of Christian Athletes (FCA)
Key Club
Link Crew
Mu Alpha Theta
National Art Honors Society
National Honors Society
Student Government Association
Students Working Against Tobacco (SWAT)
Technology Students Association
Thespian Troupe 6328



North Port High School has a variety of student interest clubs available.

Notes

