

NORTH PORT HIGH SCHOOL



PROGRAM OF STUDIES

2020-2021

NORTH PORT HIGH SCHOOL
6400 West Price Boulevard
North Port, FL 34291
Phone (941) 423-8558 Fax (941) 480-3199

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

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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** and one of our District's **Visual and Performing Arts schools!** 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 review carefully 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 work with students as we “Inspire Tomorrow’s Leaders” at North Port High School.

Sincerely,

Mr. Brandon Johnson
Principal
North Port Works.
North Port Wins.

N.P.H.S. GUIDANCE DEPARTMENT

SCHOOL COUNSELORS ~ STUDENTS ASSIGNED BY LAST NAME

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Christine McKay
Brittany McKeith
Jessica Rutherford
Lee Thomas
Jennica Thomas

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ADMINISTRATORS ~ STUDENTS ASSIGNED BY LAST NAME

Ron Corso
Shannon Fusco
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Julie King
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Guidance Web Site:

<http://www.sarasotacountyschools.net/schools/northporthigh/>
Click on Parents & Students
Click on North Port High Guidance

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The direction in which education starts a man will determine his future life.

Plato (427 BC - 347 BC), *The Republic*



LEGEND:

Max Credits 1.0 .5 U-Unlimited

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

Weighted Y-Weighted N-Not Weighted

FAS/FMS C-Core N-Not Core

Course can be used to meet Florida Academic Scholars and Florida Medallion Scholars 15 academic core requirements. **X3** - May use up to 3 additional credits from fine arts AP courses to raise GPA.

IB C-Advanced Placement N-No E-Elective - We do not have IB at NPHS

4YR/GSV C-Core N-Not core

Course can be used to meet Florida Gold Seal Vocational Scholars award 15.5 high school graduation core requirements (for students choosing the 24 credit graduation option)

CTE Y-Yes N-No

Course is part of a career-technical program.

SUS Admission E-Elective C-Core N-Not Used P-Pending

Course applicable toward State University System admissions.

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 Cambridge AICE exams receive college credit. North Port High School offers 25 Pre-AICE and AICE courses.

AP Statement

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading 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.

Language Arts

Four (4) credits are required for graduation.

ENGLISH I		Grades 9-12				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		Grades 9-12				1001560
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Level 3 or above on FSA ELA

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		Grades 9-12				1001340
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): English I and Level 1 or 2 on FSA ELA

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.

GENERAL PAPER**Grades 9-12****1009360**

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

Prerequisite(s): English I and Level 3 or above on FSA ELA

This course is a multi-disciplinary curriculum, It encourages student 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**Grades 9-12****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 purpose of this course is to provide grade 11 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.

ENGLISH IV**Grades 9-12****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.

INTENSIVE LANGUAGE ARTS**Grades 9-12****1000400**

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

All students who score a level 1 of the FSA ELA will be placed in Intensive Language Arts. 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 through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. This course code can be repeated multiple times. **THIS COURSE IS AN ELECTIVE AND WILL NOT FULFILL GRADUATION REQUIREMENTS FOR LANGUAGE ARTS.**

AICE ENGLISH LANGUAGE AS **Grades 11-12** **1001550**
AICE ENGLISH LANGUAGE 2 A **Grade 12** **1001551**

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

Prerequisite(s): Teacher Recommendation and AICE application

Cambridge International AS and A Level English Language give learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively and effectively for different purposes and audiences.

AICE ENGLISH LITERATURE AS **Grade 12** **1001555**

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

Prerequisite(s): Teacher Recommendation and AICE application

The purpose of this course is for students to read, interpret, and evaluate texts through the study of literature in English. Students will learn to develop an understanding of literal and implicit meaning, relevant contexts, and of the deeper themes or attitudes that may be expressed. Students are encouraged to present an informed, personal response to materials they have studied, explore wider and universal issues, and gain a better understanding of themselves and of the world around them.



Literature is my Utopia. Here I am not disenfranchised. No barrier of the senses shuts me out from the sweet, gracious discourses of my book friends. They talk to me without embarrassment or awkwardness.

Helen Keller (1880 - 1968)

Math

Four (4) credits are required for graduation.
One must be Algebra and one must be Geometry.

INTENSIVE MATH

Grades 9-12

1200400

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

For each year in which a student scores at Level 1 or 2 on FSA Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum. **THIS COURSE IS AN ELECTIVE AND WILL NOT FULFILL GRADUATION REQUIREMENTS FOR MATH.**

ALGEBRA I

Grades 9-12

1200310

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

Prerequisite(s): No Prerequisite

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 1 End Of Course Exam administered through the State of Florida, which also comprises 30% of the final grade of the course.**

ALGEBRA I HONORS

Grades 9-12

1200320

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

Prerequisite(s): No Prerequisite

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. 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 must pass the Algebra 1 End Of Course Exam administered through the State of Florida, which also comprises 30% of the final grade of the course.**

ALGEBRA IA		Grades 9-12				1200370
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): No Prerequisite

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 IA 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 do not take the Algebra 1 End of Course Exam until after they have completed Algebra 1B.

ALGEBRA IB		Grades 9-12				1200380
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra 1A

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 1 End Of Course Exam administered through the State of Florida, which also comprises 30% of the final grade of the course.**

LIBERAL ARTS MATH		Grades 9-12				1207300
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra 1 or Geometry

Liberal Arts Mathematics is a course designed to strengthen the mathematical skills required for college entrance exams or further study of advanced mathematics. The content will include operations of real numbers, ratio and proportion, area, volume, similarity, congruence, percentages, the algebra of sets, integers, polynomials, factoring, algebraic expressions, equations and inequalities. Liberal Arts Mathematics does not meet the academic core in mathematics for NCAA Eligibility.

INFORMAL GEOMETRY		Grades 9-12				1206300
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	N	C	N	E

Prerequisite(s): Algebra I or equivalent

The fundamental purpose of the course in Informal Geometry is to extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships. Informal Geometry does not meet the academic core in mathematics for NCAA Eligibility. **This course does not fulfill the Geometry graduation requirement.**

GEOMETRY		Grades 9-12				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 administered through the State of Florida, which comprises 30% of the final grade of the course.**

GEOMETRY HONORS		Grades 9-12				1206320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra I or equivalent

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 administered through the State of Florida, which comprises 30% of the final grade of the course.**

ALGEBRA II		Grades 9-12				1200330
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra 1 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.

ALGEBRA II HONORS		Grades 9-12				1200340
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Algebra 1 and Geometry

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.

MATH for COLLEGE READINESS		Grades 9-12				1200700
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 1

This course is targeted for students who simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

ADVANCED TOPICS IN MATH			Grades 9-12			1298310
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

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

This course is intended for students who have completed Algebra 2 and need further preparation for upper level math courses. The topics covered in this course include advanced algebra, trigonometry, and probability. Calculators and computers will serve as instructional tools in concept development.

DE COLLEGE ALGEBRA			Grades 11-12			MAC 1105
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), 3.5 unweighted GPA, Qualifying test scores, DE Application

This course is a rigorous study of concepts of the real number system, functions, graphs, and complex numbers. Analytic skills for solving linear, quadratic, polynomial, exponential, and logarithmic equations will be explored. Students will observe mathematical modeling of real-life applications. The use of a graphing calculator is integrated throughout this course.

DE INTRODUCTORY STATISTICS			Grades 11-12			STA 2023
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra II (Algebra II Honors), 3.5 unweighted GPA, Qualifying test scores, DE Application

This course is a rigorous study of descriptive and inferential statistics; principles of probability theory, discrete and continuous probability distributions: binomial probability distribution, Poisson probability distribution, uniform probability distribution, normal distribution and more. The use of a graphing calculator is integrated throughout this course.

PRE-CALCULUS HONORS			Grades 9-12			1202340
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): Algebra II (Algebra II Honors) or Advanced Topics in Math

This course is a rigorous study of both the concepts and applications used in the areas of trigonometry and advanced algebra. Students will be introduced to the concepts of limits and trigonometric identities used in the study of Calculus. Calculators and computers will serve as instructional tools in concept development.

AP CALCULUS AB		Grades 9-12				1202310
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	C	C	N	C

Prerequisite(s): Pre-Calculus

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 9-12				1202320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	C	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 9-12				1210320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	C	C	N	C

Prerequisite(s): Algebra II (Algebra II Honors) or Advanced Topics in Math

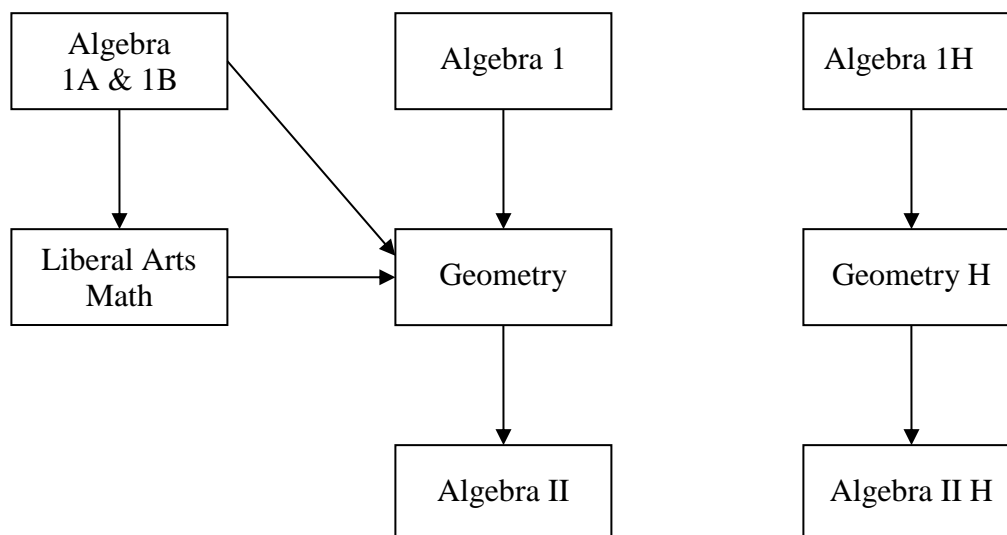
The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: 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.

Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

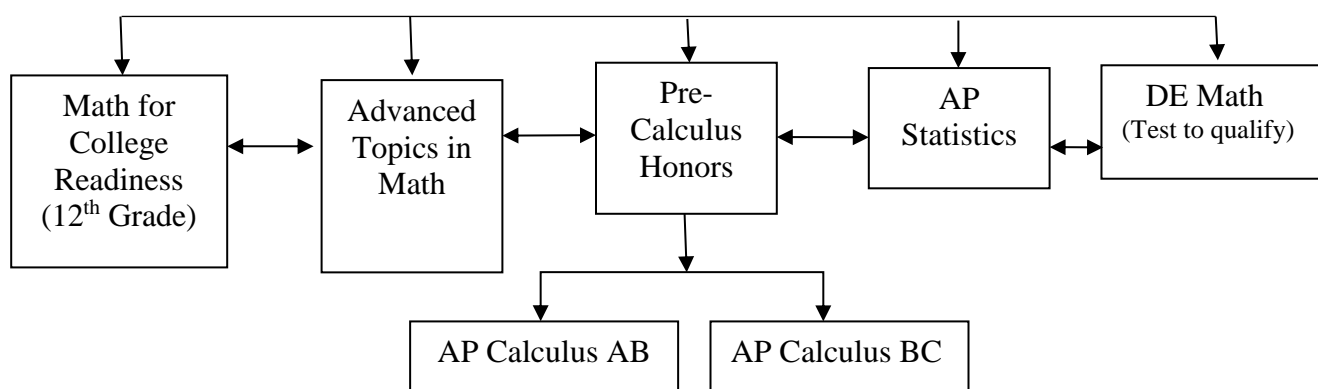
John F. Kennedy (1917 - 1963)

Mathematics Progression

Students will generally progress through one of the columns below. Please note that students wishing to take Algebra II must first complete Geometry or Geometry H. Please consult Mrs. Hogue, Math Chairperson, with any questions that you may have concerning proper placement.



After Algebra II (regular or Honors), students can generally start with any of the courses on the first level below. Students are encouraged to seek for assistance in planning their sequence.



Note: Remedial courses such as Intensive Math, etc. may be inserted into the above chart at any time, as they earn elective credits, not math credits.

Social Studies

3 credits are required for graduation, these include: World History (1), American History (1), American Government (.5), and Economics (.5).

PRE-AICE WORLD HISTORY **Grades 9-12** **2109321**

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

WORLD HISTORY **Grades 9-12** **2109310**

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

Prerequisite(s): None

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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

WORLD HISTORY HONORS **Grades 9-12** **2109320**

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

Prerequisite(s): None

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. 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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

AICE INTERNATIONAL HISTORY AS			Grades 9-12			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 AICE application

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			Grades 9-12			2100310
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	C	N	C	N	C

Prerequisite(s): None

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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Students must take the US History End Of Course Exam administered through the State of Florida, which comprises 30% of the final grade of the course.**

UNITED STATES HISTORY HONORS			Grades 9-12			2100320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): None

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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Students must take the US History End Of Course Exam administered through the State of Florida, which comprises 30% of the final grade of the course.**

AICE UNITED STATES HISTORY			Grades 9-12			2100500
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and AICE application

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 administered through the State of Florida.**

ECONOMICS			Grades 9-12			2102310
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	C	N	C

Prerequisite(s): None

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.

ECONOMICS HONORS			Grades 9-12			2102320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): None

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 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.

AP MACROECONOMICS			Grades 9-12			2102370
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): None

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

UNITED STATES GOVERNMENT			Grades 9-12			2106310
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	N	C	N	C	N	C

Prerequisite(s): None

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.

UNITED STATES GOV. HONORS			Grades 9-12			2106320
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): None

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.

AP UNITED STATES GOV.			Grades 9-12			2106420
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
0.50	Y	C	N	C	N	C

Prerequisite(s): None

The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

AICE PSYCHOLOGY 1 AS			Grades 9-12			2107360
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and AICE application

The purpose of this course is to provide an introduction 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.

AICE PSYCHOLOGY 2 A**Grades 9-12****2107370**

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

Prerequisite(s): Teacher Recommendation and AICE Psychology 1

The purpose of this course is to provide an introduction to 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.

AICE GLOBAL PERSPECTIVES AS**Grades 10-12****1700364**

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

Prerequisite(s): Teacher Recommendation and AICE General Paper

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.



Education is not the filling of a pail, but the lighting of a fire.

W. B. Yeats

Science

Three (3) credits are required for graduation.
One must be Biology.

ENVIRONMENTAL SCIENCE

Grades 9-12

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.

BIOLOGY

Grades 9-12

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.

PRE-AICE BIOLOGY

Grades 9-12

2000322

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

Prerequisite(s): Teacher Recommendation

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.

AICE BIOLOGY AS**Grades 9-12****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, Teacher Recommendation, and AICE application

Cambridge IGCSE Biology places considerable emphasis on understanding and use of scientific ideas and principles in a variety of situations. Students will learn to demonstrate knowledge and understanding of scientific phenomena, facts, laws, definitions, concepts, theories. Students will learn to use information to identify patterns, report trends, draw inferences, make predictions and propose hypotheses. Students are encouraged to apply the principles and concepts from the course to solve problems, including some of a quantitative nature.

CHEMISTRY**Grades 9-12****2003340**

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

Prerequisite(s): Algebra I

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**Grades 9-12****2003372**

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

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

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 course work. 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 9-12****2003371**

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

Prerequisite(s): Pre-AICE Chemistry I, Teacher Recommendation, and AICE application

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 9-12			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 Biology I Honors

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 9-12			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 Biology I Honors

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. 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. **Preserved animal studies may be a part of the laboratory experience.**

EARTH-SPACE SCIENCE			Grades 9-12			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, land forms, 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 10-12			2020910
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Geometry Honors 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 10-12 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, Teacher Recommendation, and AICE application

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 I & II Grades 10-12 2002515,535

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, Teacher Recommendation, and AICE application

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 9-12 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.

AICE PHYSICS Grades 10-12 2003431

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, Teacher Recommendation, and AICE application

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.

Recommended Course Sequences in SCIENCE

3 Credits required for graduation ~ 2 of 3 courses must include labs
Any of the NPHS courses below will meet the science graduation requirement

GRADE 9:

Environmental Science*

OR

Biology* or
Pre-AICE Biology*

GRADE 10:

Biology* or
Pre-AICE Biology*

OR

Chemistry* or
Pre-AICE Chemistry*

GRADES 11-12:

Chemistry*

OR

**Choice of 1 or more credits in any of these
(lab courses are marked with an asterisk*):**

AICE Environmental
Management*

Anatomy &
Physiology Honors*

AICE Chemistry*
AICE Biology*

Pre-AICE
Physics *

Earth/Space Science*
Astronomy Honors*

AICE Marine Science I*
Marine Science II Hon*

Dual Enrollment
Science Courses
(PERT testing required
Not all DE sciences meet
graduation requirements.)



WORLD LANGUAGES

PRE-AICE FRENCH I

Grades 9-12

0701394

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

FRENCH II

Grades 9-12

0701330

FRENCH III HONORS

Grades 9-12

0701340

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

Prerequisite(s): French I, French II

The purpose of this course is to reinforce the fundamental skills previously acquired. Students develop increased listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing receive more emphasis, while oral communication remains the primary objective. This course continues the cultural survey of French-speaking people.

PRE-AICE FRENCH II

Grades 9-12

0701396

PRE-AICE FRENCH III

Grades 9-12

0701398

AICE FRENCH LANGUAGE AS

Grades 9-12

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.

SPANISH I**Grades 9-12****0708340**

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.

SPANISH II**Grades 9-12****0708350**

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.

SPANISH III HONORS**Grades 9-12****0708360**

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.

SPANISH IV HONORS**Grades 9-12****0708370**

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

Prerequisite(s): Spanish III

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.

AP SPANISH LANGUAGE**Grades 9-12****0708400**

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

Prerequisite(s): Teacher recommendation

This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

AP SPANISH LITERATURE**Grades 9-12****0708410**

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

Prerequisite(s): Teacher recommendation

This course uses a thematic approach to introduce students to representative texts from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) *Proficiency Guidelines*. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media.

PRE-AICE SPANISH I**Grades 9-12****0708532****PRE-AICE SPANISH II****Grades 9-12****0708534****PRE-AICE SPANISH III****Grades 9-12****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 9-12****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 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.



There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

Colin Powell (1937 -)

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

ENGLISH

1001560

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

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.

1009360

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

This course is a multi-disciplinary curriculum. It encourages student 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.

AICE ENGLISH LANGUAGE AS **Grades 11-12** **1001550**

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

Prerequisite(s): Teacher Recommendation

Cambridge International AS Level English Language give learners the opportunity to study English language and its in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and content and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and using and writing clearly, accurately, creatively and effectively for different purposes and audiences.

AICE ENGLISH LANGUAGE AL **Grades 12** **1001551**

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

Prerequisite(s): Teacher Recommendation

Cambridge International AL Level English Language learners will explore how English has continually adapted to reflect changes in the social, cultural, political and technological contexts in which it has been used. Learners will explore the causes and consequences of language change in English, developing their knowledge of the topic through research, analysis, and an understanding of conventional methods of presenting historical language data.

AICE ENGLISH LITERATURE AS **Grades 12** **1001555**

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

Prerequisite(s): Teacher Recommendation

The purpose of this course is for students to read, interpret, and evaluate texts through the study of literature in English. Students will learn to develop an understanding of literal and implicit meaning, relevant contexts, and of the deeper themes or attitudes that may be expressed. Students are encouraged to present an informed, personal response to materials they have studied, explore wider and universal issues, and gain a better understanding of themselves and of the world around them.

WORLD LANGUAGES

PRE-AICE SPANISH I	Grades 9-12	0708532
PRE-AICE SPANISH II	Grades 9-12	0708534
PRE-AICE SPANISH III	Grades 9-12	0708536
AICE SPANISH LANGUAGE AS	Grades 9-12	0708538

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

PRE-AICE FRENCH I	Grades 9-12	0701394
PRE-AICE FRENCH II	Grades 9-12	0701396
PRE-AICE FRENCH III	Grades 9-12	0701398
AICE FRENCH LANGUAGE AS	Grades 9-12	0701393

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

SCIENCE

PRE-AICE BIOLOGY	Grades 9-12	2000322
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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

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.

AICE BIOLOGY AS**Grades 9-12****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, Teacher Recommendation, and AICE application

Cambridge IGCSE Biology places considerable emphasis on understanding and use of scientific ideas and principles in a variety of situations. Students will learn to demonstrate knowledge and understanding of scientific phenomena, facts, laws, definitions, concepts, theories. Students will learn to use information to identify patterns, report trends, draw inferences, make predictions and propose hypotheses. Students are encouraged to apply the principles and concepts from the course to solve problems, including some of a quantitative nature.

PRE-AICE CHEMISTRY I**Grades 9-12****2003372**

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

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

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 course work. 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 9-12****2003371**

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

Prerequisite(s): Pre-AICE Chemistry I, Teacher Recommendation, and AICE application

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.

AICE ENVIRONMENTAL MANAGEMENT**Grades 10-12****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, Teacher Recommendation, and AICE application

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 I & II**Grades 10-12****2002515,535**

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, Teacher Recommendation, and AICE application

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 9-12****2003432**

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

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.

AICE PHYSICS**Grades 10-12****2003431**

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, Teacher Recommendation, and AICE application

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.

SOCIAL STUDIES**PRE-AICE WORLD HISTORY****Grades 9-12****2109321**

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

AICE INTERNATIONAL HISTORY AS			Grades 9-12			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 AICE application

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.

AICE UNITED STATES HISTORY			Grades 9-12			2100500
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and AICE application

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 administered through the State of Florida.**

AICE PSYCHOLOGY 1 AS			Grades 9-12			2107360
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and AICE application

The purpose of this course is to provide an introduction 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.

AICE PSYCHOLOGY 2 A			Grades 9-12			2107370
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	C	N	C	N	C

Prerequisite(s): Teacher Recommendation and AICE Psychology 1

The purpose of this course is to provide an introduction to 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.

AICE GLOBAL PERSPECTIVES AS **Grades 10-12** **1700364**

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

Prerequisite(s): Teacher Recommendation and AICE General Paper

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.

AICE ELECTIVES**AICE THINKING SKILLS** **Grades 10-12** **1700372**

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

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.

PRE-AICE ART AND DESIGN **Grades 9-12** **0104415**

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

Prerequisite(s): Teacher Recommendation

AICE Art and Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response which can play to their strengths in terms of expertise and interests. The broad areas of study are: painting and related media, print making, three-dimensional design, photography, digital and lens-based media, graphic communication, and textiles and fashion.

AICE ART AND DESIGN AS **Grades 9-12** **0101370**

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

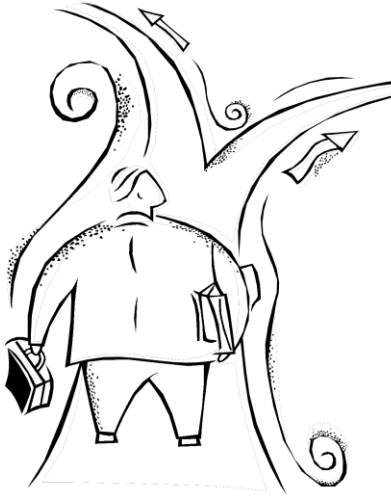
Prerequisite(s): Teacher Recommendation

Cambridge IGCSE Art and Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response which can play to their strengths in terms of expertise and interests.

CAREER AND TECHNICAL EDUCATION

Allied Health Assisting
Applied Engineering Technology
Culinary Arts
Education and Training

Digital Design
Early Childhood Education
Web Development



Legend:

Max Credits 1.0 .5 U-Unlimited

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

Weighted Y-Weighted N-Not Weighted

FAS/FMS C-Core N-Not Core

Course can be used to meet Florida Academic Scholars and Florida Medallion Scholars 16 academic core requirements.

IB C-Advanced Placement N-No E-Elective

4YR/GSV C-Core N-Not core

Course can be used to meet Florida Gold Seal Vocational Scholars award 16 high school graduation core requirements

CTE Y-Yes N-No

Course is part of a career-technical program.

SUS Admis E-Elective C-Core N-Not Used P-Pending

Course applicable toward State University System admissions.

ENGINEERING

APPLIED ENGINEERING TECH I

Grades 9-11

8401110

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

Prerequisite(s): None

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, III

Grades 10-12

8401120,30

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

Prerequisite(s): Previous course

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.

ADV. TECHNOLOGY APPLICATIONS

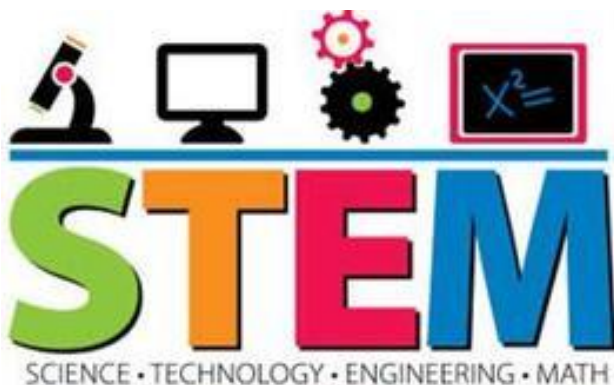
Grades 10-12

8601900

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

Prerequisite(s): Applied Engineering Tech III

This is the fourth course in the engineering program. Students continue to prepare for postsecondary engineering programs by developing a more in-depth master of the required knowledge and skills in mathematics, science, and technology.



WEB DESIGN PROGRAM

DIGITAL INFORMATION TECHNOLOGY Grades 9-12

8207310

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

Prerequisite: No Prerequisite

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. Software focus is Microsoft Word, Excel, PowerPoint, and Outlook. By the end of the year, students can potentially earn four industry certification exams for each software program. By completing this class, students will also fulfill the online course graduation requirement.

WEB DESIGN 1 (Foundations)

Grades 9-12

9001110

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

Prerequisite: Digital Information Technology

This course is designed to provide a basic overview of the Internet, Intranet, and WWW. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design. Students will focus on learning HTML5 code and CSS to create websites. Adobe Dreamweaver CC 2015 will be introduced as well.

WEB DESIGN 2 - User Interface Design Grades 9-12

9001120

WEB DESIGN 3 – Web Script Fund Grades 9-12

9001130

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

Prerequisite: Previous course

User Interface: Students will focus on learning more in-depth features of Adobe Dreamweaver CC 2015 and take the certification exam for this program. They will also learn JavaScript, a coding language, and be introduced to Adobe Photoshop to edit graphics.

Web Script: Students will focus on adding interactivity with their websites by creating animations with Adobe Flash and JQuery, a coding language. Adobe Illustrator CC 2015 will be introduced so students can create digital graphics.

DIGITAL DESIGN 1, 2, 3, 4

Grades 9-12

8207310,20, 30,40

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

Prerequisite(s): Digital Information Technology

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

WEB DEVELOPMENT PROGRAM



Interested in computers?

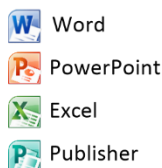
- Want to learn how to make **web pages** from scratch?
- Looking to learn how to create and edit **images**?
- Wondering how to “draw” **illustrations** on the computer?
- Think **animations** would be fun to design?
- Want to learn more **coding** languages?

Instructor: Melina Frederick

melina.frederick@sarasotacountyschools.net

DIGITAL INFORMATION TECHNOLOGY

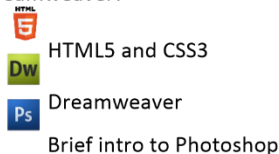
Most students have only skimmed the surface of Office programs and have not learned their full potential. You will delve far deeper into the programs listed below to learn what each has to offer. You have the potential of leaving this class with three Microsoft Office certifications in Word, PowerPoint, and Excel!



Earn your online credit required for graduation with this Intro to Info Tech class!

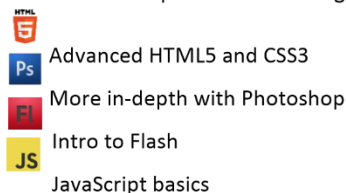
Foundations of Web Design

Students will learn how to create web pages/sites from ‘scratch’ then how to use unique banners and to edit images to use in their site. You have the potential of leaving this class with an Adobe certification in Dreamweaver!



User Interface Design

Students will build on their skills to design sites that are more professional in appearance. They will learn more photo editing skills and be introduced to designing basic animations and adding more interactivity within their site. You have the potential of leaving this class with an Adobe certification in Flash!



Earn your online credit required for graduation with this User Interface Design class!

Web Scripting Fundamentals

Students will learn how to make longer and more advanced animations in Flash, how to alter web site design to consider mobile platform requirements, create hand drawn graphics in Illustrator, and further coding skills in JavaScript, Ruby, and Java. This course is also designed to allow students to create self study topics to learn more in-depth web design coding/topics.

What will you learn?

COMMERCIAL FOODS & CULINARY ARTS

CULINARY ARTS 1	Grades 9-12	8800510
CULINARY ARTS 2	Grades 9-12	8800520
CULINARY ARTS 3	Grades 9-12	8800530
CULINARY ARTS 4	Grades 9-12	8800540

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

ALLIED HEALTH ASSISTING

MEDICAL SKILLS AND SERVICES	Grades 9-12	8400320
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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 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 Health Science career cluster.

HEALTH SCIENCE ANATOMY & PHYS	Grades 9-12	8417100
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

Prerequisite(s): Medical Skills and Services

The purpose of this course is to prepare students for employment as health aides, nurse aides, orderlies or health service aides. Content will emphasize knowledge of anatomy and physiology, medical terminology, and representative skills of health care workers.

HEALTH SCIENCE FOUNDATIONS	Grades 9-12	8417110
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Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	E	C	Y	E

Prerequisite(s): Medical Skills and Services and Health Science Anatomy & Physiology

This course will emphasize an integration of scientific principles based on anatomy or physiology, attendant medical terminology, disease control, condition of illness and common therapy, and introduction to clinical learning experiences.

ELECTROCARDIO TECH**Grades 9-12****8417110**

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

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

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

ON THE JOB TRAINING**COOPERATIVE DIV. ED-OJT****Grades 11-12****8300420**

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

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

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.

EARLY CHILDHOOD EDUCATION**EARLY CHILDHOOD EDUCATION 1****Grades 9-12****84055110**

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

Prerequisite(s): No Prerequisite

The purpose of this course is to assist students to identify career and job opportunities; to maintain a safe, clean and healthy learning environment; to identify principles of child development; to identify and report suspected child abuse and neglect; and to identify rules and regulations that govern child care. Early Childhood 1 is both an elective and the foundation for the Early Childhood program at NPHS. For those that wish to continue in the program, the goal is to achieve a nationally accredited Child Development Associate Credential (CDA) or an Early Childhood Professional Certificate (ECPC) by graduation. This credential will earn the student the opportunity to become a lead teacher in a 0-5 year old childcare setting. Department of Children and Family (DCF) tests taken at this level: HSN, CAAN, CGAD, and FACR.

EARLY CHILDHOOD EDUCATION 2**Grades 10-12****8405120**

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

Prerequisite(s): Early Childhood Education 1 and must hold HSAN, CAAN, CGAD, and FACR DCF certificates.

The purpose of this course is to continue the Early Childhood program by assisting students to identify various observations and recording methods; to maintain a safe, clean and healthy learning environment; to guide physical, intellectual, social and emotional development activities; to assist with the food service program; to use appropriate guidance and discipline techniques, and to understand and identify age and developmentally appropriate activities for children. Students will also start work on their CDA portfolios, as well as, start their classroom observation and hands on learning hours in our on-site child care center. DCF tests taken at this level: BOSR, UDAP, ITPR and either ELC or VPK.

EARLY CHILDHOOD EDUCATION 3**Grades 11-12****8405130**

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

Prerequisite(s): Early Childhood 1 and 2 and must have ALL 45 DCF hours/tests completed (HSAN, CAAN, CGAD, FACR, BOSR, UDAP, ITPR and either ELC or VPK)

The purpose of this course is to complete the ECPC and/or CDA portfolio; work towards earning 480 clock hours working with children by interning at a local 0-5 childcare/pre-school setting; design and implement age-appropriate lessons across all developmental domains: and to apply ECE1 and ECE 2 practices in a classroom setting.

EARLY CHILDHOOD EDUCATION 4**Grades 11-12****8405140**

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

Prerequisite(s): Early Childhood 1, 2, and 3.

The purpose of this course is to complete the ECPC and/or CDA portfolio; complete the minimum required 480 clock hours working with young children; design and implement age-appropriate lessons across all developmental domains; earn CPR and First Aid certifications, to apply and earn ECPC and/or CDA credential.

EDUCATION AND TRAINING

INTRO TO THE TEACHING PROFESSION

Grades 9-12

8909010

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

Prerequisite(s): None

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

HUMAN GROWTH & DEVELOPMENT

Grades 9-12

8909020

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

Prerequisite(s): Introduction to the Teaching Profession

This is the second course in the education and training career and technical education courses. Students will continue the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

FOUNDATIONS OF CURRICULUM

Grades 11-12

8909030

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

Prerequisite(s): Human Growth & Development

This is the third course in the education and training career and technical education courses. Students will continue the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

ELECTIVES

CREATIVE WRITING 1, 2		Grades 9-12				1009320, 330	
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission	
0.50	N	N	N	E	Y	E	

Prerequisite(s): none

This course develops students writing and language skills needed for individual expression in literary forms. The content includes instruction in the development and practice of writing a variety of literary works including original poetry, short stories, plays, novels, essays and other nonfiction. The course may also include technical aspects of publishing students work in a literary publication.

JOURNALISM I		Grades 9-12				1006300	
JOURNALISM II		Grades 9-12				1006310	
JOURNALISM III		Grades 9-12				1006320	
JOURNALISM IV		Grades 9-12				1006330	
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission	
1.00	N	N	N	E	Y	E	

Prerequisite: None for Journalism 1; previous course for II-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 1		Grades 9-12				2107300	
Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission	
0.50	N	C	N	E	N	C	

Prerequisite(s): None

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.

SOCIOLOGY 1**Grades 11-12****8405140**

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

Prerequisite(s): None

Through the study of sociology, students acquire and understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

PERSONAL FINANCIAL LITERACY**Grades 9-12****2102372**

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

Prerequisite(s): No Prerequisite

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.

**CAREER RESEARCH AND
DECISION MAKING****Grades 9****1700380**

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 further develop the career planning competencies. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. After successfully completing this course, the student will identify and demonstrate use of the steps of systematic goal-setting and decision-making processes. Students will also demonstrate use of techniques for self-assessment to determine personal career interests and capabilities.



HEALTH & SAFETY

FIRST AID AND SAFETY

Grades 9-12

0800320

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

Prerequisite(s): None

The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety. The content includes: safety; first aid procedures; adult, child, and infant CPR; community resources and services; and career and public service opportunities.

PHYSICAL EDUCATION

HEALTH OPTIONS THROUGH PHYSICAL EDUCATION (HOPE)

Grades 9-12

3026010

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

Prerequisite(s): No Prerequisite

Students will develop and learn healthy behaviors that will influence lifestyle choices and student health and fitness.

WEIGHT TRAINING I WEIGHT TRAINING II

Grades 9-12

1503400

Grades 9-12

1503410

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

Prerequisite(s): No Prerequisite

Students will acquire basic knowledge and skills in weight training in order to assess, develop, and maintain their own muscular strength and endurance. They will study the importance of muscular strength and endurance, the skeletal structure and muscles, biomechanical and physiological principles, nutrition and safety practices related to weight training. Cardiovascular fitness shall be emphasized in all weight training courses.

Team Sports I, II

Grades 9-12

1503310,2430

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

Prerequisite(s): No Prerequisite

Students will learn safety practices, skills, techniques, rules and strategies in selected team sports. Health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to team handball, flicker ball, gatorball, speedball, field hockey and track and field.

ROTC AND EXPERIENTIAL COURSES

NAVAL SCIENCE I	Grades 9-12	1802300
NAVAL SCIENCE II	Grades 9-12	1802310
NAVAL SCIENCE III	Grades 9-12	1802320
NAVAL SCIENCE IV	Grades 9-12	1802330

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

Prerequisite(s): None for Level I; Prior level for II-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 for students enlisting in the service or seeking nominations to the Naval Academy, or interested in qualifying for an 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

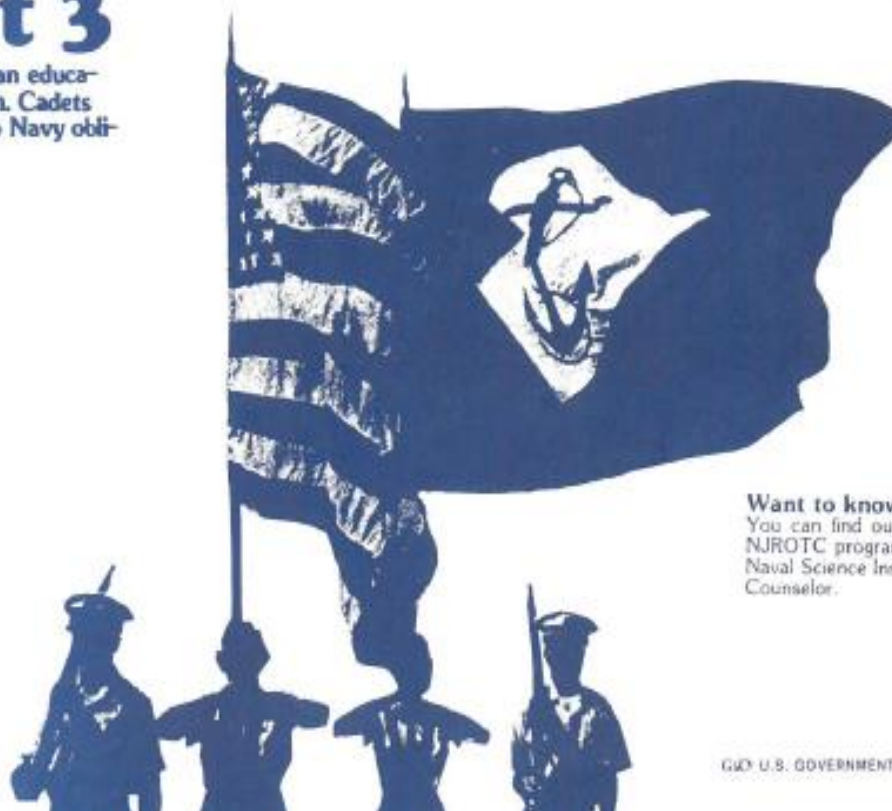
NJROTC encourages the formation of drill teams, group athletics, marksmanship teams and other types of extra curricular activities.

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.

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Visual and Performing Arts Academy

The Visual and Performing Arts (VPA) academy 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 in their particular 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 Academy 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 when applying to the VPA. 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: All students who are interested in investigating dance classes are welcome to enroll in one or two periods of dance by taking Dance Technique 1 and/or Ballet 1 during freshman year. (*Space in these classes is limited, priority is given to grade 9 students. If you do not choose to take dance or ballet during freshman year there may not be space available in the class during year 10-12!*) All dance students will participate in after school rehearsals and performances at least once per semester, and will be required to obtain appropriate attire, footwear and grooming supplies.

Dedicated dance students are encouraged to apply for placement into beginning, intermediate, and advanced level VPA “double block” classes consisting of both Dance Technique and Ballet. Students interested in applying to the Visual and Performing Arts Dance program should submit a completed application packet at the time of their audition. Students accepted to the VPA Dance program will be eligible to attend special in state and out of state trips to participate in: state assessment, workshops, and audition opportunities for colleges, universities, scholarships, and professional companies. VPA Dance students have more opportunities for performance each semester than general population students. Senior VPA students may also take a third course entitled Senior Career Seminar in which they will prepare for college and career auditions, and create independent study projects with the guidance of NPHS faculty.

Theatre: Students who apply to the Visual and Performing Arts 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.

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.

Chorus: Students with a vested interest in the Program of Choral and Vocal Studies are more than welcome to be part of our award winning program. Serious inquiries 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

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.

General Education: Students who are not interested in careers in the visual or performing arts areas may still enroll in the elective courses. Students may take one or two dance courses per year, and participate in after school performances. Students who are not interested in theatre careers may enroll in Theater, or Technical Theater Design and Production courses, and participate in after school performances that have open auditions. These students are not eligible for the Acting or Musical theatre courses. Students may still take Percussion I-IV, Orchestra I-IV, or Band I-IV without being on the VPA/college track.

DANCE

DANCE TECHNIQUE I	Grades 9-12	0300310
DANCE TECHNIQUE II	Grades 9-12	0300320
DANCE TECHNIQUE III HONORS	Grades 9-12	0300330
DANCE TECHNIQUE IV HONORS	Grades 9-12	0300490

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

Prerequisite(s): Dance Technique I – none
Dance Technique II, III, IV -- Previous Course or Teacher Recommendation

These courses are for beginning and intermediate dance students. In Dance 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, 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.

DANCE CHOREOGRAPHY/ PERFORM. I	Grades 9-12	0300380
DANCE CHOREOGRAPHY/ PERFORM. II	Grades 9-12	0300390

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

Prerequisite(s): Dance Chor/Perf I -- Dance Tech III or Teacher Recommendation
Dance Chor/Perf II Honors -- Dance Chor/Perf I

These courses are designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up. Advanced dancers are provided opportunities to increase their techniques in choreography and performance.

BALLET I	Grades 9-12	0300340
BALLET II, III, IV	Grades 9-12	03003560, 70

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

Prerequisite(s): Ballet I – none
Ballet II, III -- 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 basic bare work, center techniques, turns, across-the-floor work, and ballet terminology. Acquisition of proper technique will be emphasized. Content will include choreography and performance of beginning, intermediate and advanced movement sequences is included. Advanced courses include knowledge of turns from 4th and 5th positions in attitude and arabesque positions as well as the study of musical lab annotation, advanced choreography, advanced pointe technique, turns, leaps, correct placement of shoulders, grade adage, allegro and partnering techniques (pas de deux). Students will demonstrate strength, control, creative ability in choreography, solo work. And components of physical fitness in ballet.

Visual and Performing Arts Academy

Dance Arts Course Sequence

For a VPA certificate in the Dance Arts, students must earn a minimum of 7 credits, and a 2.5 cumulative GPA by the end of 12th grade. Courses may not be taken more than once for credit.

The chart below is a recommended sequence of courses to take.

	General Education Dance		VPA Dance Endorsement	
9 th Grade	Dance Technique 1	Ballet 1	Dance Technique 1 & Ballet 1 VPA Dance Block Periods 4/5 or 7/8	
10 th Grade	Dance Tech. 1 or 2	Ballet 1	Dance Technique 2 & Ballet 2 VPA Dance Block Periods 4/5 or 7/8	Choreography 1 with instructor invitation <i>and</i> VPA Dance Block
11 th Grade	Dance Tech. 2 or 3	Ballet 1	Dance Tech. 3 Honors & Ballet 3 VPA Dance Block Periods 4/5 or 7/8	Choreography 1 or Choreography 2 <i>and</i> VPA Dance Block
12 th Grade	Dance Tech. 3 or 4 Honors	Ballet 1	Dance Tech. 4 Honors & Ballet 4 Honors VPA Dance Block Periods 4/5 or 7/8	Choreography 1, 2 or Senior Seminar <i>and</i> VPA Dance Block



THEATRE ARTS

TECH. THEATRE DES & PROD I	Grades 9-12	0400410
TECH. THEATRE DES & PROD II	Grades 9-12	0400420
TECH. THEATRE DES & PROD III	Grades 9-12	0400430
TECH. THEATRE DES & PROD IV HONORS	Grades 9-12	0400440

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

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

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.

THEATRE I	Grades 9-12	0400310
THEATRE II	Grades 9-12	0400320
THEATRE III HONORS	Grades 9-12	0400330
THEATRE IV HONORS	Grades 9-12	0400340

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

Prerequisite(s): Theatre I – none
 Theatre II, III, IV -- previous course

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.

MUSIC THEATRE I, II, III**Grades 9-12****0400700,710,720**

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

Prerequisite(s): Theatre I and Chorus I, or Teacher Recommendation

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.

THEATRICAL DIRECTION I**Grades 9-12****0400500****THEATRICAL DIRECTION II HONORS****Grades 9-12****0400510**

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

ACTING 1, 2**Grades 9-12****0400370, 380**

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

Prerequisite(s): Teacher Recommendation

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.

VOICE AND DICTION VPA**Grades 9-12****0400540**

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

Prerequisite(s): VPA Academy Acceptance

Students assess their own and others' 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 and Performing Arts Academy

Visual and Performing Arts Theatre Arts Course Sequence For a VPA certificate in the Theatre Arts, students must earn a minimum of 6 credits, and a 2.5 cumulative GPA by the end of 12th grade. Courses may not be taken more than once for credit. The chart below is a recommended sequence of courses to take.					
	General Population Theatre			VPA Acting Focus	VPA Musical Theatre Focus
9 th Grade	Theatre 1	Technical Theatre Design & Production 1		1. Acting 1 (1st period) 2. Theatre 1 (2nd period) These periods are blocked out. Students must be in both courses during these periods.	1. Voice & Diction 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
10 th Grade	Theatre 1	Technical Theatre Design & Production 1 or 2	Musical Theatre 1 (Must take Theatre 1 first) 7th period	1. Acting 1 or 2 (1st period) 2. Theatre 1 or 2 (2nd period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theatre 1 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
11 th Grade	Theatre 1	Technical Theatre Design & Production 1, w or 3	Musical Theatre 1 or 2 (Must take Theatre 1 first) 7th period	1. Acting 2 (1st period) or Acting 3 (2nd Period) 2. Theatre 2 (2nd period) or Theatre 3 (1st period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theatre 2 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period
12 th Grade	Theatre 1	Technical Theatre Design & Production 1, 2,3, or 4	Musical Theatre 2 or 3 7th period	1. Acting 3 or 4 (2nd period) 2. Theatre 3 or 4 (1st period) These periods are blocked out. Students must be in both courses during these periods.	1. Musical Theater 3 2. Must also enroll in a choir/voice or dance or another theatre course. 8th period

MUSIC

BAND I	Grades 9-12	1302300
BAND II	Grades 9-12	1302310
BAND III	Grades 9-12	1302320
BAND IV	Grades 9-12	1302330

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

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

This purpose of these courses is to enable students to develop technical skills on wind or percussion 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. Students will analyze performances, and understand and apply skills in improvisation, composition, and arranging. Students will understand the elements and characteristics of music, and the role and influence of instrumental music and musicians. They will explore connections between music and other subject areas, and demonstrate responsible participation in music activities. These courses require students to participate in extra rehearsals and performances beyond the school day.

ORCHESTRA I	Grades 9-12	1302360
ORCHESTRA II	Grades 9-12	1302370
ORCHESTRA III	Grades 9-12	1302380
ORCHESTRA IV	Grades 9-12	1302390

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	N	N	Y	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 string or other orchestral instruments through the refinement and performance of high school orchestra 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 participate in extra rehearsals and performances beyond the school day.

INSTRUMENTAL ENSEMBLE I	Grades 9-12	1302460
INSTRUMENTAL ENSEMBLE II	Grades 9-12	1302470
INSTRUMENTAL ENSEMBLE III	Grades 9-12	1302480
INSTRUMENTAL ENSEMBLE IV	Grades 9-12	1302490

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

Prerequisite(s): Teacher Recommendation

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 others 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 9-12	1302500
JAZZ ENSEMBLE II	Grades 9-12	1302510
JAZZ ENSEMBLE III	Grades 9-12	1302520
JAZZ ENSEMBLE IV	Grades 9-12	1302530

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

Prerequisite(s): Teacher Recommendation

The purpose of these courses is to enable students to develop skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. Content includes technical skills, individual and ensemble techniques, performance styles, and jazz idioms, rhythms, and articulation. Improvisation skills are emphasized. Students will compose and arrange as well as analyze literature, and their own and others performances. Students will study history and the role and influence of jazz, and contemporary music and musicians. Students will understand connections between music and other subject areas, as well as responsible participation in music activities. This course requires students to participate in extra rehearsals and performances beyond the school day.

KEYBOARD I, II (Piano) Grades 9-12 1301360, 70

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

Prerequisite(s): No Prerequisite

The purpose of these courses is to enable students to develop keyboard skills, including reading music, interpreting music notation including chord symbols, and performance of music in varied styles. Content includes notation and expressive markings, posture, hand position, fingering, and technique, reading and performance skills, and literature of varied historical eras, styles, and cultures. Students will study music theory, composition, arranging, and improvisation. Students will analyze performances, understand historical and cultural perspectives, and explore the role and influence of keyboard music and musicians. Connections will be made between music and other subject areas. This course may require students to participate in extra rehearsals and performances beyond the school day.

GUITAR I, II**Grades 9-12****1301320, 30**

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, bass lines and 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. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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.

**CHORUS I****Grades 9-12****1303300****CHORUS II****Grades 9-12****1303310****CHORUS III****Grades 9-12****1303320****CHORUS IV****Grades 9-12****1303330**

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

Prerequisite(s): Chorus I – none

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.



**VOCAL ENSEMBLE I
VOCAL ENSEMBLE II
VOCAL ENSEMBLE III
VOCAL ENSEMBLE IV**

Grades 9-12

**1303440,
50, 60, 70**

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

VOCAL TECHNIQUES I

Grades 9-12

1303400

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 a 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.**



VISUAL ARTS



ART/2-D COMPREHENSIVE I

Grades 9-12

0101355

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

Prerequisite(s): None

These courses enable students to communicate ideas or concepts through the use of two-dimensional design and composition. Students explore elements of art and principles of design through a variety of production experiences. COMP II students refine use of two-dimensional media and vocabulary. Content will make cultural and historical connections, will include reasoning, critical thinking, and evaluation skills, and will make interdisciplinary, real world, and career applications.

ART/3-D COMPREHENSIVE I

Grades 9-12

0101365

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

Prerequisite(s): None

These courses enable students to communicate ideas or concepts through the use of three-dimensional design and composition. Students explore the elements of art and principles of design through the creation of a variety of functional and sculptural objects. Comp II students refine use of vocabulary and techniques. Content will make cultural and historical connections, will include reasoning, critical thinking and evaluation skills, and will make interdisciplinary, real world and career applications.

CERAMICS/POTTERY I

Grades 9-12

0102300

CERAMICS/POTTERY II

Grades 9-12

0102310

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

Prerequisite(s): Ceramics/Pottery I -- 3-D Design
Ceramics/Pottery II -- previous course

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, critical thinking and evaluation skills, with emphasis on the evaluation of pottery as works of art and functional objects. Content will include interdisciplinary, real world, and career connections.

DRAWING AND PAINTING I
DRAWING AND PAINTING II

Grades 10-12
Grades 10-12

0104340

0104330

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

Prerequisite(s): Drawing and Painting I -- 2-D Design
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. Color theory will be emphasized. 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. Cultural and historical connections, reasoning, critical thinking and evaluation skills will be explored, as well as career and real world applications. The Drawing and Painting III course enables students to develop proficient skills using advanced knowledge of drawing and painting media, techniques, and vocabulary. Emphasis is on the development of aesthetic, imaginative, and creative facilities. The course will emphasize the creation and communication of symbols, ideas, and concepts.

AP ART STUDIO

Grades 10-12

0109350

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

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

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration and breadth in a very broad interpretation of two-dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful and integrative ways. Preparation of the appropriate number of works, digital (or slide) documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by the College Board.

AP ART DRAWING PORTFOLIO

Grades 10-12

0104300

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X4	C	C	N	E

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

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital (or slide) documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking.

AP ART-HISTORY OF ART**Grades 10-12****0100300**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X4	C	C	N	E

Prerequisite(s): Teacher recommendation

This course investigates the aesthetic content and historical context of images, icons, monuments, and shelter through analysis and written response about works of art from early times through contemporary art forms. A thematic approach enables students to compare and contrast works of various artists, periods, and styles. Non-Western Art, Sculpture, and Architectural forms are also examined for subject matter, purpose, and artist intent.

PRE-AICE ART AND DESIGN**Grades 9-12****0104415**

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

Prerequisite(s): Teacher Recommendation

PRE-AICE Art and Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response which can play to their strengths in terms of expertise and interests. The broad areas of study are: painting and related media, print making, three-dimensional design, photography, digital and lens-based media, graphic communication, and textiles and fashion.

AICE ART AND DESIGN AS**Grades 9 -12****0101370**

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

Prerequisite(s): Teacher Recommendation

AICE Art & Design encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design. The four areas of study are listed below: painting and related media, print making, three-dimensional design, photography, digital and lens-based media, graphic communication, and textiles and fashion.

DIGITAL ART IMAGING I, II**Grades 9-12****0108370, 80**

Max Credits	Weighted	FAS/FMS	IB	4YR/GSV	CTE	SUS Admission
1.00	Y	X4	C	C	N	E

Prerequisite(s): Teacher recommendation

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Exceptional Student Education Program (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: Victoria O’Gorman and Tish Temple

UNIQUE SKILLS

Grades 9-12

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 particular 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 9-12

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.

North Port High School Teen Parent Program



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 this program to students who may have difficulties meeting the expectations of a traditional academic high school program. It includes participation in a computer-assisted curriculum, career-technical courses, and small group counseling. 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 Diploma setting, should make teachers and school counselors aware that they are an athlete and may refer to www.ncaa.org for questions and answers.

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.

High School Promotion & Grade Classification

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.



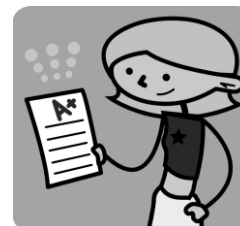
END OF YEAR PROMOTION

CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2021, 2022 & 2023	10 th Grade	4	
	11 th Grade	11	<i>1.0 English and 1.0 Math</i>
	12 th Grade	17	<i>2.0 English and 2.0 Math</i>

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
I	=		Incomplete
P	=		Passes, Credits, No GPA
W	=		Withdrawn



In each course twenty percent (20%) of the grade will be based on employability skills. Those skills will include:

- Attendance
- Coming to school 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

Grade Point Averages (GPA)

You must earn a minimum of a 2.0 GPA on a 4.0 scale to graduate. Some courses are weighted (given extra points); however the required 2.0 GPA is on an unweighted scale.

Your Grade Point Average is very important for determining graduation and eligibility for special scholarship and extra-curricular activities such as sports. The GPA represents the number of quality points earned divided by the number of quality points attempted.

Quality points are assigned as follows:

Regular Classes/ Quality Points

A = 4
B = 3
C = 2
D = 1
F = 0

Advanced Placement, AICE & Dual Enrollment/Quality Points

A = 5.5
B = 4.5
C = 3.5
D = 2.5
F = 0

Honors Quality Points

A = 5
B = 4
C = 3
D = 2
F = 0



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 residency
- Standard high school diploma
- Accepted and enrolled in an eligible Florida public/private post-secondary school
- Enrolled for at least six semester credit hours during their senior year
- Not have been found guilty of a felony
- Applied for the scholarship before graduation

For more information regarding Bright Futures requirements, please visit the website at www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm. The requirements for the Florida Bright Futures Scholarship program are subject to change at any time.

Co-Curricular and Extra Curricular Activities

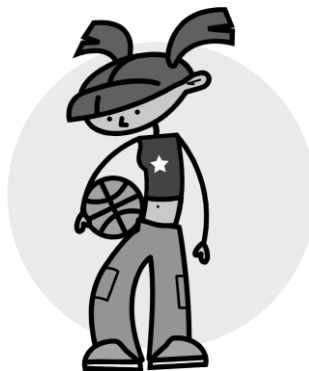
North Port High School offers many different kinds of co-curricular and extracurricular activities. Co-curricular activities are student organizations or groups that meet as part of a course or major area of interest. Examples include marching band and a wide variety of student organizations related to career interests. Students interested in a military career may also wish to consider enrolling in the JROTC program. Extracurricular activities include a large variety of sports programs for all students, school newspaper and yearbook.

Athletic Eligibility

At North Port High school, athletics are important extracurricular activities. Student athletes must also maintain good grades and attendance. There are also expectations for students who plan to pursue athletics at a college or university. **Performance-Based Diploma courses offered at NPHS do not meet the NCAA standards and guidelines.** Student athletes considering courses in the Performance-Based Diploma setting, should make teachers and school counselors aware that they are an athlete and may refer to www.ncaa.org for questions and answers.

Our school 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 Board and the Florida High School Athletic Association.

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eight- grade the immediate 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.



NPHS GRADUATION REQUIREMENTS for Class of 2012 - 2024

	Credits
ENGLISH	4
Major concentration in composition and literature.	
MATHEMATICS	4
One credit must include Algebra 1 and Geometry.	
SCIENCE	3
Two of which must have a laboratory component. (Biology) (Chemistry, Physics, or equally rigorous science 2018)	
SOCIAL STUDIES	3
World History, United States History, Economics & Government.	
PRACTICAL/PERFORMING/FINE ARTS	1
HOPE ~ Health & Personal Fitness	1
ELECTIVES	10

<u>TOTAL CREDITS</u>	26

- End of Course Exam (EOC) Algebra I
- Students must achieve a cumulative grade point average of **2.0 on a 4.0** scale.
- Students must achieve passing scores on the 10th grade Reading English Language Arts **FSA** (2018 and beyond).
- At least one course within the 26 credit program must be completed through online learning. (2018 and beyond)
- Students please note: Florida Bright Futures Scholarship and most four-year Colleges & Universities require two years of the same foreign language.

PROGRAM 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 alternatives that the students selected on their 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 are only made during the first ten days of the semester. If a student adds a new class, they are responsible for any missed work.

Suncoast Technical College ~ STC

The Sarasota School Board offers high school students the opportunity to attend STC with FREE tuition. Students earn high school credits and develop job skills through hands-on labs & internships. Your school counselor can discuss eligibility requirements with you and your family.

SCTI IS NOW
SUNCOAST
TECHNICAL COLLEGE



Spend 1/2 your school day becoming better prepared for a career or college!

High School Programs:

Accounting Operations	Digital Video Production
Administrative Office Specialist	Drafting
Air Conditioning, Refrigeration, & Heating Technology	Early Childhood Education
Applied Cybersecurity	Emergency Medical Technician (EMT)
Automotive Collision Repair & Refinishing	Fire Fighter 1
Automotive Service Technology	Legal Administrative Specialist
Business Management & Analysis	Marine Service Technology
Commercial Foods & Culinary Arts	Medical Administrative Specialist
Computer Systems & Information Technology	.NET Application Development & Programming
Cosmetology	Network Support Services
Customer Assistance Technology	Practical Nursing
Digital Design	Veterinary Assisting

Suncoast.edu

The School Board of Sarasota prohibits discrimination in its education programs, services or activities, or employment conditions or practices on the basis of race, color, religion, gender, sexual orientation, age, ethnic or national origin, genetic information, marital status, qualified disability defined under the ADA/AA, or on the basis of the use of a language other than English, except as provided by law. The School Board of Sarasota also ensures equal access to school facilities for the Boy Scouts of America and other patriotic youth groups. Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the District Equity Coordinator or Manager by calling 941-927-9000, ext. 34217, or writing him at 1990 Landings Blvd., Sarasota, FL 34231.



FOUR YEAR PLAN for class of 2020 - 2024

Courses & Credits Required	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts (English) 4				
Math 4				
Science 3				
World History 1				
American History 1				
Economics ½				
American Government ½				
HOPE 1				
Practical/Fine Arts 1				
Electives 10				
1 Online Course				
Total Credits 26	9 th Total: _____	10 th Total: _____	11 th Total: _____	12 th Total: _____

POST-SECONDARY PLANS

Job:	Military:	Tech/Trade:	Community College:	4 Year College:
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NOTES