

Middle Creek High School

Program Planning Guide

2017 – 2018



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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

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Welcome to that exciting time of year when you choose the courses you will take during the upcoming school year.

The Wake County Public School System’s high school program provides students many options based on their career goals, needs, and individual interests. Students may choose from a wide array of courses and programs. Choices students make in high school impact the options they have for future education and job opportunities after high school.

Students may select courses from Arts Education, Career and Technical Education, Computer Education, English Language Arts, English as a Second Language, Healthful Living, JROTC, Mathematics, Media, Science, Social Studies, and World Languages.

Students must meet all course, credit, and test requirements to earn a high school diploma. Courses are designed to prepare students for postsecondary opportunities from entry-level career options to highly technical fields, from community colleges to four-year colleges and universities. Students are encouraged to pursue the most challenging course of study in which they can be successful.

This planning guide is provided to assist students and their parents or court-appointed custodians in the planning and registration process. It is the responsibility of all students and their parents or court-appointed custodians to make sure that students are registered for the courses they need in order to meet graduation and college or university admission requirements.

WAKE COUNTY PUBLIC SCHOOL SYSTEM HIGH SCHOOLS

| | |
|-----------------|---|
| APEX | MIDDLE CREEK |
| APEX FRIENDSHIP | MILLBROOK |
| ATHENS DRIVE | NORTH WAKE COLLEGE & CAREER ACADEMY |
| BROUGHTON | PANTHER CREEK |
| CARY | PHILLIPS |
| CROSSROADS FLEX | ROLESVILLE |
| EAST WAKE | SANDERSON |
| ENLOE | SOUTHEAST RALEIGH |
| FUQUAY VARINA | VERNON MALONE COLLEGE & CAREER ACADEMY |
| GARNER | WAKE EARLY COLLEGE OF HEALTH AND SCIENCES |
| GREEN HOPE | WAKE FOREST |
| HERITAGE | WAKE STEM EARLY COLLEGE |
| HOLLY SPRINGS | WAKE YOUNG MEN’S LEADERSHIP ACADEMY |
| KNIGHTDALE | WAKE YOUNG WOMEN’S LEADERSHIP ACADEMY |
| LEESVILLE ROAD | WAKEFIELD |
| LONGVIEW | |

The following pages of the planning guide provide general information about the high school registration process in the Wake County Public School System.

General Information

GRADUATION REQUIREMENTS

Wake County Public School System's high schools utilize a 4 by 4 Block schedule, with the exception of Broughton, Enloe, Garner, and Millbrook. Broughton, Enloe Garner, and Millbrook operate on a 4-period A/B schedule. These schedules allow students to earn eight credits each year of high school. The chart below lists the number of credits required for graduation for each high school as well as any additional graduation requirements.

| HIGH SCHOOL | SCHEDULE | NUMBER OF CREDITS REQUIRED FOR GRADUATION | ADDITIONAL GRADUATION REQUIREMENTS |
|-------------------------------|-----------|---|------------------------------------|
| Apex | 4x4 Block | 26 | |
| Apex Friendship | 4x4 Block | 26 | |
| Athens Drive | 4x4 Block | 26 | |
| Broughton | A/B Day | 26 | 25 hours of community service |
| Cary | 4x4 Block | 26 | |
| Crossroads FLEX | 4x4 Block | 26 | |
| East Wake | 4x4 Block | 26 | |
| Enloe | A/B Day | 22-26 * | |
| Fuquay-Varina | 4x4 Block | 26 | |
| Garner | A/B Day | 26 | |
| Green Hope | 4x4 Block | 26 | |
| Heritage | 4x4 Block | 26 | |
| Holly Springs | 4x4 Block | 26 | |
| Knightdale | 4x4 Block | 26 | |
| Leesville | 4x4 Block | 26 | |
| Longview | 4x4 Block | 22 | |
| Middle Creek | 4x4 Block | 26 | |
| Millbrook | A/B Day | 26 | |
| North Wake CCA | 4x4 Block | 22 | |
| Panther Creek | 4x4 Block | 26 | |
| Phillips | 4x4 Block | 22 | |
| Rolesville | 4x4 Block | 26 | |
| Sanderson | 4x4 Block | 26 | |
| Southeast Raleigh | 4x4 Block | 26 | 4 Science + Graduation Project |
| Wake STEM Early College | 4x4 Block | 22 | |
| Vernon Malone CCA | 4x4 Block | 22 | |
| Wakefield | 4x4 Block | 26 | |
| Wake Early College | 4x4 Block | 22 | |
| Wake Forest | 4x4 Block | 26 | |
| Wake Young Men's Leadership | 4x4 Block | 22 | |
| Wake Young Women's Leadership | 4x4 Block | 22 | |

*** Beginning in 2016-17, Enloe will follow an A/B day schedule rather than a year-long traditional schedule. Based on this change, there will also be a graduated increase to the credits required for graduation. The increase will be as follows:**

22 credits - Students who entered 9th grade in 2014 or earlier

24 credits - Students who entered 9th grade in 2015

26 credits - Students who enter 9th grade in 2016

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering 9th grade in 2013-14 and prior must earn a total of 900 work hours. Students entering in 2014-15 and later must earn a total of 700 work hours. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Women’s Leadership Academy, Wake Young Men’s Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy.

Students must satisfy all course, credit, and testing requirements for at least one diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. A chart listing specific course requirements for graduation can be found on p. 8.

NC Math 1 is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in NC Math 1 and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance statement* on the student’s IEP.

Students who complete all graduation requirements receive a diploma at graduation. Beginning with the graduating class of 2014-2015, students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

| Career Endorsement Requirements | College Endorsement Requirements |
|--|--|
| <ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student’s post-secondary plans. • Student has completed a CTE concentration in one of the approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/) • Student has earned an unweighted GPA of at least 2.6. • Student has earned at least one industry-recognized credential. | <p>Option 1: College Endorsement</p> <ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements or meets the North Carolina Community College System’s Multiple Measures Placement policy. • Student has earned an unweighted GPA of at least 2.6. <p>Option 2: College/UNC Endorsement</p> <ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements. • Student has completed three units of science including at least one physical science, one biological science and one laboratory science course, which must include either physics or chemistry. • Student has completed two units of a world language. • Student has earned an unweighted GPA of at least 2.5. |

| Global Languages Endorsement |
|---|
| <ul style="list-style-type: none"> • The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation. • The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction. <ul style="list-style-type: none"> ○ Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. ○ Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses. ○ Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001. • Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test. |

Students engaging in Extended Content Standards can earn a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and complete all IEP requirements.

Future-Ready Core graduation requirements are on the following pages and can also be found on North Carolina's Department of Public Instruction website at: <http://www.ncpublicschools.org/gradrequirements>

NORTH CAROLINA ACADEMIC SCHOLARS ENDORSEMENT

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, including as a seal attached to their diplomas. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

| Students Entering 9 th Grade in 2012-2013 and beyond | | |
|---|-----------|---|
| Content Area | Credits | Courses |
| English | 4 | English I, II, III, IV |
| Math | 4 | NC Math 1, 2, 3, and a higher level math course with NC Math 3 as prerequisite. |
| Science | 3 | Physics or Chemistry, Biology, and Earth/Environmental Science |
| Social Studies | 4 | World History, American History I & II, and American History: The Founding Principles, Civics & Economics |
| Healthful Living | 1 | Health and Physical Education |
| Electives | 6 | Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area |
| | 3 | Three higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as: -AP / IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses |
| | OR | |
| | 2 | Two higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as: -AP / IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project |
| Total Credits | | 25 OR 24+ NCGP |

Graduation Requirements Chart

| CONTENT AREA | Available for Ninth Graders 2000 and beyond | For Ninth Graders Entering in 2009-10 to 2011-12 | For Ninth Graders Entering in 2012-13 and Later |
|-------------------------------|---|---|--|
| | OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements) | FUTURE-READY CORE | FUTURE-READY CORE |
| English | 4 Credits OCS English I, II, III, IV | 4 Credits I, II, III, IV | 4 Credits I, II, III, IV |
| Mathematics | 3 Credits OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management | 4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) and a 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application-based math courses.</i> | 4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</i> |
| Science | 2 Credits OCS Applied Science and OCS Biology | 3 Credits A Physical Science course, Biology, Earth/ Environmental Science | 3 Credits A Physical Science course, Biology, Earth/ Environmental Science |
| Social Studies | 2 Credits OCS American History I and OCS American History II | 3 Credits Civics and Economics, US History, World History | 4 Credits World History (or AP World History), American History I: The Founding Principles and American History II (or AP US History + one additional Social Studies elective), and American History: Founding Principles, Civics & Economics |
| World Language | Not required | Two credits required to meet minimum application requirements for UNC system. | Two credits required to meet minimum application requirements for UNC system. |
| Health and Physical Education | 1 Credit Health/Physical Education* | 1 Credit Health/Physical Education* | 1 Credit Health/Physical Education* |
| Specific Electives | Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV Elective credits/ completion of IEP objectives/ Career Portfolio required Recommended: at least one credit in an arts discipline | 6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary) | 6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary) |
| Career Technical Education | 4 Credits CTE electives | | |
| Additional Electives | | 5 | 4 |
| Total | 22 Credits | 26 Credits | 26 Credits |

*Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(e).

SCHEDULING HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. WCPSS has determined that the following courses will be available to middle school students beginning with the 2014-15 school year.

Please note that teacher-led courses taught for high school credit at the middle school level may require specific teacher certification

| Course Name | Course Code if offered on NCVPS | Course Code if offered at Middle School or WCPSS Online |
|--|---------------------------------|---|
| English/Language Arts | | |
| English I | 10212Y0V | 10212Y0 |
| Mathematics | | |
| NC Math 1 | 21092Y0V | 21092Y0 |
| NC Math 2 * | 22092Y0V | 22092Y0 |
| NC Math 3 * | 23092Y0V | 23092Y0 |
| Precalculus | 24032Y0V | 24032Y0 |
| World Language | | |
| French I | 11012Y0V | 11012Y0 |
| Spanish I | 11412Y0V | 11412Y0 |
| French II | 11022Y0V | 11022Y0 |
| Spanish II | 11422Y0V | 11422Y0 |
| Science <i>These courses must be taken in addition to 6-8 Science courses.</i> | | |
| Earth/Environmental Science | 35012Y0V | 35012Y0 |
| Physical Science | 34102Y0V | Teacher-led course not available |
| Social Studies <i>These courses must be taken in addition to 6-8 Social Studies courses.</i> | | |
| World History | 43032Y0V | Teacher-led course not available |

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS. (See chart for details). ***Math courses can be substituted for grade level math courses. All other courses will be taken in addition to, not in place of, the prescribed curriculum (i.e. Earth Science does not replace 8th grade science).***

Course codes for high school courses available for middle school students are noted above in the chart. **These are the only courses that middle school students are eligible to take for high school credit.**

* MS students do not receive Honors credit

**Face-to-face teacher must be certified to teach Earth Science

HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS FAQ

Frequently Asked Questions

1. Will the grades earned in high school courses taken in middle school appear on the high school transcript?

Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

2. Will the grade earned be included the student's high school grade point average (GPA)?

No. Only courses taken during the high school years will be included the student's grade point average.

3. Can a student repeat a course for credit at the high school level?

Students are permitted to repeat a course to build a stronger foundation for future learning. Students wishing to do this should make a written request to their principal or principal's designee. When students choose this option, please note:

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- Only grades earned in high school are included in a student's high school GPA.
- Students retaking a course that they previously passed to build a stronger foundation will not receive elective credit for the second attempt with the course.
- Students repeating a course for credit will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

World Language Courses for High School Credit

1. Do exploratory world language classes (6th grade, 9 week) count towards earning the high school credit?

No. Exploratory or Introductory world (foreign) language classes do NOT count towards earning high school credit due to the limited amount of instructional time.

2. Which course(s) must students successfully complete in order to earn one unit of high school credit?

Successful completion of all courses included in the Level I Curriculum series

3. Are students required to take a final exam for the course?

Yes, a district final exam will be given after the completion of the Level I Curriculum courses. The final exam counts as 20% of the student's final grade.

Mathematics Courses for High School Credit

4. Is there a placement exam?

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics based on middle school math placement guidelines.

5. Are students required to take a standard exam for the course?

Students taking NC Math 1 must take the NC Math 1 End of Course Test, which counts as 20% of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.

UNIVERSITY OF NORTH CAROLINA SYSTEM MINIMUM ADMISSION REQUIREMENTS

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission. Starting in the fall of 2013, students admitted to the UNC system will have to show a minimum of 2.5 high school grade point average and at least 800 on the SAT or 17 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college websites for further information.

| UNC SYSTEM ADMISSION (Effective Fall 2006) |
|--|
| Six (6) credits in language , including <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature, and• Two (2) credits of a language other than English |
| Four (4) credits in mathematics* in any of the following combinations: For students entering high school prior to 2012-13: <ul style="list-style-type: none">• Algebra I and II, Geometry, and one credit beyond Algebra II• Algebra I and II, and two credits beyond Algebra II, or• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III For students entering high school in 2012-13 and beyond: <ul style="list-style-type: none">• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3 <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p> |
| Three (3) credits in science , including <ul style="list-style-type: none">• At least one (1) credit in a life or biological science (for example biology),• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and• At least one (1) laboratory course |
| Two credits in social studies , including, <ul style="list-style-type: none">• One (1) credit in United States history** <p>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p> |

PROMOTION REQUIREMENTS

High school students shall be promoted by attaining credits that are earned through successful completion of specific required courses as illustrated in the following (Note: The appropriate English credit is required for promotion each year.

Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake, Fuquay-Varina, Garner, Green Hope, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Wake Forest, Wakefield High Schools.

Southeast Raleigh High School – beginning with students entering ninth grade for the first time in 2009-10.

| From Grade | Promotion Criteria | Credits |
|-------------------|---|----------------|
| 9 | English I, two credits in the areas of mathematics, social studies, or science, and three additional credits | 6 |
| 10 | English II, one credit in mathematics, one in social studies, one in science, and two additional credits | 12 |
| 11 | English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 18 |

Longview, Phillips, Wake Early College of Health and Sciences. Wake STEM Early College, Wake Young Men’s Leadership Academy, Wake Young Women’s Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy.

| From Grade | Promotion Criteria | Credits |
|-------------------|---|----------------|
| 9 | English I, two credits in the areas of mathematics, social studies, or science, and one additional credit | 4 |
| 10 | English II, one credit in mathematics, one in social studies, and one in science | 8 |
| 11 | English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 14 |

Enloe--beginning with students entering ninth grade for the first time in 2011-2012 and beyond.

| From Grade | Promotion Criteria | Credits |
|-------------------|---|----------------|
| 9 | English I, two credits in the areas of mathematics, social studies, or science, and two additional credits | 5 |
| 10 | English II, one credit in mathematics, one in social studies, one in science, and one additional credit | 10 |
| 11 | English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 15 |

Students should check with their counselors for information on additional promotion requirements.



COURSE REQUIREMENTS

COURSE LOADS

In the high schools, each student shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal. Students approved for Career and Technical Cooperative Education programs or for dual enrollment in post-secondary schools are exempt from this policy.

COURSE SELECTION

No two required English courses may be taken concurrently except in extenuating circumstances as approved by the principal.

Each student served by the Wake County Public School System may request any course listed in this program guide. The system has the potential of offering each course, subject to sufficient minimum student enrollment and adequate staffing and materials. Additionally, due to facility limitations, some courses can be taught only in certain schools. A student who wants to pursue a program of study not available in the school to which he/she is assigned should request a transfer through the Office of Student Assignment. Students granted a transfer for course selection must provide their own transportation.

COURSE WITHDRAWAL PENALTY

Students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period, a failure (WF) is noted as the grade, and the course is counted as a course attempted with no quality points earned. This action will result in a lower grade point average for the student.

CLASS RANK

There shall be periodic compilations of class rankings in high school for the purpose of making an individual student's class rank available to the student, his/her parents, and to other institutions, such as colleges/universities for the purpose of college/university admission and/or scholarships.

To determine class rank, each high school uses final course grades, dividing the total number of quality points earned by the total number of units of credit attempted. The results are rounded to the fourth decimal place. For students who entered 9th grade in 2014/15 prior, Advanced Placement (AP) courses carry two extra quality points, and honors (HN) courses carry one extra quality point. For students who entered 9th grade in 2015-16 or later, Advanced Placement (AP) courses carry one (1.0) extra quality point, and honors (HN) courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors. A Senior Honors Rank is calculated through the third nine weeks of the senior year for any senior honors or awards. At Enloe, Broughton, Millbrook, Garner, Wake Early College, Wake STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy the Senior Honors Rank is calculated through the seventh semester.

NEW ENROLLEES

Information on school assignment can be obtained by accessing the WCPSS School Assignment website at <http://assignment.wcpss.net/>, calling the Office of Student Assignment at 919-431-7333, or contacting a nearby school. School contact information can be found at <http://www.wcpss.net/school-directory/>.

After determining school assignment, the parent(s) or court-appointed custodian(s) should **contact the school for an appointment** and present the following items directly to the school regardless of grade level of student:

- Proof of residence in the form of a recently dated electric, gas, or water bill, a newly signed lease agreement or a signed purchase agreement with a closing date within 45 days or closing statement in the name of the parent(s) or court-appointed custodian (telephone, cable television bill and driver's licenses do not qualify),
- A certified copy of the child's birth certificate,
- Immunization record,
- A copy of the most recent report card or school transcript (if available).

For all other exceptions to the above information, contact the Office of Student Assignment.

TRANSFER CREDIT

Students transferring into a Wake County Public School System high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school. 2009 and beyond, may be able to earn high school credit in certain areas. Please see page 12 for further information.

Students transferring from a non-magnet WCPSS school to another WCPSS school will receive:

- A. Credit for all courses approved by the sending school.
- B. Weighted credit for all courses designated as Honors or AP by the sending school.

Students transferring from a magnet WCPSS school to another WCPSS school will receive:

- A. Credit for all courses approved by the sending school.
- B. Weighted credit for all courses designated as Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect the year the courses were taken or the magnet planning guide of the receiving magnet school.

Students transferring from another public school system or from a charter school into the WCPSS will receive:

- A. Credit for all courses approved by the sending school.
- B. Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect the year the courses were taken.

Students transferring from a non-public school accredited by one of the six regional accrediting associations* into the WCPSS will receive:

- A. Credit for all courses approved by the sending school.
- B. Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect the year the courses were taken.

Upon review and approval by the principal, students transferring into a WCPSS school from a non-public school not accredited by one of the six regional accrediting associations* or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school according to the following guidelines:

- A. Documentation must be provided to the receiving WCPSS school by the sending school as to the course of study the student followed, materials used, total number of contact hours per course, and scores of any standardized tests the student has taken.
- B. Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-WCPSS grades.
- C. Grades and credits will not be included in the calculation of GPA or class rank.

Students reentering a WCPSS school after being long-term suspended (suspended for 365 days), or expelled from the Wake County Public School System may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension while enrolled in a non-WCPSS public school, NCVPS, a private school (accredited or non-accredited), an institution of higher education, or a home school program; or while attending a WCPSS alternative school/program or receiving homebound instruction. The principal will review the student's record as provided by the sending school, home school teacher, or the homebound teacher to determine if credit should be granted for the courses successfully completed. If credit is granted, it will be recorded in accordance with the appropriate transfer procedure.

To the extent possible, students who transfer among schools in Wake County or who transfer into the WCPSS in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class. Determination of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer.

*Middle States, New England, North Central, Northwest, Southern, and Western Associations

EARLY GRADUATION

(Six semesters or less)

For graduation prior to one's class, a student must:

- A. Show satisfactory mastery of high school academic skills and concepts;
- B. Show a need for early graduation; and
- C. Meet the graduation course and testing requirements that were effective the year he/she entered ninth grade for the first time.

Procedures for Early Graduation:

1. The parent(s)/court appointed custodian(s) of a student may request early graduation for the student by filing a written request with the school principal at least thirty days prior to the beginning of the student's last semester of enrollment.
2. The principal, with a committee of the local school staff, considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis, subject to the criteria stated above.

Students who plan to complete college admission requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities.

MID-YEAR GRADUATION

(After seven semesters)

Seniors, who wish to graduate at the mid-year of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester.

TRANSCRIPTS

WCPSS high schools use the College Foundation of North Carolina (CFNC) Electronic Transcript as the primary method of sending senior transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities and community colleges accept the CFNC Electronic Transcript. These transcripts are free to current seniors and are sent within one day of the request through the student CFNC account online. More information can be found at www.cfnc.org.

WCPSS high schools provide each currently enrolled high school student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$5.00 charge for each additional paper transcript, after the first three. In order for a paper transcript to be "official," it must be sent from the high school office to the college, university, or organization without the student or parent handling it.

Transcripts may be requested online via your high school's website or <https://wcpss.scriborder.com>.

In addition to the three free transcripts, there is no charge for the following:

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee

Consult your school counselor or registrar for more information on sending transcripts.

GRADING SYSTEM

QUALITY POINTS for students entering 9th grade prior to 2015-16:

| LETTER GRADE | STANDARD COURSES | HONORS COURSES | AP COURSES |
|--------------|------------------|----------------|------------|
| A | 4 | 5 | 6 |
| B | 3 | 4 | 5 |
| C | 2 | 3 | 4 |
| D | 1 | 2 | 3 |
| F | 0 | 0 | 0 |
| FF | 0 | 0 | 0 |

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn two extra quality points. N.C. State Board of Education Policy GCS-L-004.

* <http://www.northcarolina.edu/aa/articulation/index.htm>

Note: Students in selected Project Lead The Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) N.C. State Board of Education Policy GCS-L-004 (Section 4.4).

QUALITY POINTS for students entering 9th grade in 2015-16 and beyond:

| LETTER GRADE | STANDARD COURSES | HONORS COURSES | AP COURSES |
|--------------|------------------|----------------|------------|
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |
| FF | 0 | 0 | 0 |

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point. N.C. State Board of Education Policy GCS-L-004 (Section 3.1.4).

* <http://www.northcarolina.edu/aa/articulation/index.htm>

Note: Students in selected Project Lead The Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) N.C. State Board of Education Policy GCS-L-004 (Section 4.4).

GRADING SCALE for all students beginning with the 2015-16 school year:

A = 90 – 100 B = 80 - 89 C = 70 - 79 D = 60 – 69 F = less than 60
I = incomplete WP = withdrawal, no penalty WF = withdrawal with an F FF = failed for violation of attendance policy

GRADING PERIODS / INTERIMS / REPORT CARDS

Report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of the first and third nine weeks. Students who are failing or whose grade has dropped a letter grade receive an interim report at the mid-point of the second and fourth grading periods.

ACADEMIC HONORS

Grade point averages are calculated and rounded off to four decimal places. Class rank is calculated based on that four-decimal place grade point average. Graduating seniors who have excelled academically are recognized for their achievement.

FINAL EXAMS

North Carolina requires one of two types of final exams to be administered to selected high schools courses: an End-of-Course test (EOC) or a NC Final Exam. Both types of assessments are used to sample a student's knowledge of subject-related concepts and to provide a global estimate of a student's mastery of the material in a particular course. In addition, End-of-Course tests are part of the NC Ready Accountability model used to assess schools and districts. Both EOCs and NC Final Exams are also used to assess teacher and school effectiveness.

NORTH CAROLINA ASSESSMENT REQUIREMENTS

END-OF-COURSE TESTS

End-of-Course (EOC) tests will be administered for the following courses:

NC Math 1 Biology English II

In all courses with an End-of-Course test, the EOC test shall count as 20% of the student's final grade.

In courses without a state assessment, the final exam shall count as 20% of the student's final grade.

NC FINAL EXAMS

NC Final Exams will be administered for the following courses:

English I, English III, English IV

American History: The Founding Principles, Civics, and Economics; World History, American History I, American History II

Earth/Environmental Science, Chemistry, Physics

NC Math 2, NC Math 3, Advanced Functions and Modeling, Discrete Mathematics, Precalculus

DRIVER EDUCATION

Driver Education is offered through a private contractor during after-school hours, holidays, and summer months. Enrollment information is available from site coordinators located in each high school.

NCAA ELIGIBILITY REQUIREMENTS

ELIGIBILITY REQUIREMENTS

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and II institutions. Students, who intend to participate with or without a scholarship as a freshman in college, must register with and be certified as eligible by the NCAA Eligibility Center. Please note that initial-eligibility certification pertains only to NCAA requirements for participation in Division I or II athletics and has no bearing on admission to a particular Division I or II institution. Please note the following:

- It is best to register at the beginning of your sophomore year.
- Register online at www.eligibilitycenter.org. For Division III – Contact your Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to www.eligibilitycenter.org. Please note the differences for Division I students enrolling before August 1, 2016 and Division I students enrolling on or after August 1, 2016.

For most current NCAA Approved Core Course list, go to www.eligibilitycenter.org

If you have questions about NCAA eligibility, please contact the NCAA initial-eligibility Center toll free at 877-262-1492, or website at www.eligibilitycenter.org. This website contains a "Guide for the College-Bound Student-Athlete," that can be ordered.

Alternative Programs of Study

ACADEMICALLY OR INTELLECTUALLY GIFTED SERVICES

Academically or Intellectually Gifted (AIG) students may be identified in English/Language Arts, mathematics, or in both areas. Students who qualify for the AIG program are served through self-selected courses within specified Honors and/or AP English classes and/or in specified advanced level mathematics courses. These courses are designed to provide challenges and appropriate instruction for very capable students through more frequent use of higher level skills and concepts and development of advanced, independent research projects.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement.

WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies. Specific course offerings vary from school to school.

DUAL ENROLLMENT OPPORTUNITIES

Dual Enrollment gives WCPSS middle and high school students the opportunity to take approved courses for high school credit at regionally accredited institutions including Institutions of Higher Education (IHE), community colleges, NCVPS, and Non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced and/or expanded nature. High school graduation credit and grades as applicable will be awarded by the base school when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the Wake County Public School System High School Program Planning Guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the cumulative grade point average and class rank.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available to the student at the student's school.
3. The student must be enrolled for at least 1/2 of the school day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment/Cooperative Agreement Enrollment Form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration or other requirements as requested by the IHE, community college or Non-WCPSS secondary school. The student must provide his or her own transportation, be responsible for any fees, and follow all rules, regulations and calendars as set by the cooperating institution. School personnel will assist with student enrollment on NCVPS.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion directly to the base school. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an I to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one credit at the base school.
7. The student must take IHE, community college, NCVPS or Non-WCPSS secondary school courses for **graded** credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.
 - Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement.
 - Introductory courses from Independent colleges and the UNC system schools will earn one extra quality point.
 - Advanced course from Independent colleges and the UNC system schools will earn two extra quality points.
 - Weighted credit will be awarded for a course designated by the sending Non-WCPSS secondary school as honors or AP only if a comparable course is designated honors or AP in the current non-magnet WCPSS High School Program Planning Guide.

MAGNET AND ALTERNATIVE HIGH SCHOOL PROGRAM DESCRIPTIONS

ATHENS DRIVE MAGNET HIGH SCHOOL

Athens Drive new magnet theme, *Center for Medical Sciences & Global Health Initiatives*, emphasizes real-world global health problems and hands-on experiences. Project-based learning and STEM (science, technology, engineering and math) pedagogy will support learning across disciplines. Students will receive a comprehensive, relevant education that produces critical thinkers. Community partnerships will offer hands-on learning opportunities and connect experts in the medical and global health fields with classroom learning.

CROSSROADS FLEX HIGH SCHOOL

Opened in August 2016, Crossroads FLEX is a digital, blended learning school serving students in grades 9-12. Crossroads FLEX serves students whose outside interests and activities require considerable amounts of time during regular school hours, known at Crossroads FLEX as “pursuits”. This can include students who are highly competitive and/or active in the arts, sports, or have other obligations such as extensive work schedules or family commitments. Partnering with North Carolina Virtual Public Schools, blended learning is using both online and in-person learning experiences when teaching students. Students work independently on online lessons, projects, and assignments at home and at Crossroads FLEX. Students meet with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts while meeting a required amount of seat time. The vision of Crossroads FLEX is to guide and graduate students whose individual pursuits empower them to emblazon change upon the world.

GARNER INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

MILLBROOK INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

All 9th and 10th grade students at International Baccalaureate (IB) High Schools are a part of the International Baccalaureate Middle Years Programme (MYP). Freshmen and sophomores take classes each year in the eight subject areas: Language A (English), Language B (second language), Math, Science, Humanities, Arts, Physical Education, and Technology. The MYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community & service, health and social education, environments, and human ingenuity. During the last year of the MYP (10th grade), all sophomore students complete a personal project, which demonstrates initiative, organization, and creativity. In addition, IB High Schools provide for the continuation of the International Baccalaureate Middle Years Programme offered at East Millbrook and East Garner Magnet Middle Schools. The International Baccalaureate Diploma Programme (DP) is offered to those interested 11th and 12th grade students who wish to pursue an International Baccalaureate Diploma. In addition to academic rigor, emphasis is placed on the ideals of inquiry, responsible citizenship, and service. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

The Enloe Gifted & Talented program allows all students opportunities to pursue advanced study in both core and elective areas. The extensive elective menu includes all levels of coursework in the visual and performing arts, foreign languages, humanities, sciences, audio and television production, and advanced computer sciences. Twenty-six Advanced Placement courses are offered in various subjects. Enloe also offers the International Baccalaureate Diploma Programme (DP) to qualified 11th and 12th grade students. Emphasis is placed on the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL: CENTER FOR LEADERSHIP AND TECHNOLOGY

Southeast Raleigh Magnet High School is growing tomorrow’s leaders by developing in students a strong sense of citizenship and service and by incorporating high level application of technology for work, learning, and leisure. The menu of leadership/technology opportunities includes: Leadership Courses, Project Lead-the-Way, Engineering Academy, iSchool New Tech Project-based classes, a nationally recognized Robotics team, a strong digital arts program, and Civil Air Patrol. All students are trained in Covey Principles advanced through the Academic Coaching program and have the opportunity to develop their leadership skills and attitudes through the acclaimed iLead21 Progressive Leadership Development Program. The iLead program is enhanced by technology and focuses on vision, trust, a principal-driven life and motivation using problem-based tasks. In order to provide a modern, real-world workspace environment, the iSchool New Tech Network Workspaces allow for interdisciplinary teaching and project-based learning rooted in 21st century skills. Southeast Raleigh provides a real-world experience for students in the digital arts (video editing, digital graphics, digital photography, digital music, and digital journalism) with four state-of-the-art Apple Macintosh Labs. Each Southeast Raleigh student ultimately demonstrates his or her learning in both leadership and technology focused on a self-selected topic in the Graduation Project. The project is presented to members of the community in the senior year.

WAKE EARLY COLLEGE OF HEALTH AND SCIENCES

Wake Early College of Health and Sciences (WECHS) is a magnet school focused on health and sciences. WECHS features a partnership among the Wake County Public School System, Wake Technical Community College, and WakeMed Health and Hospitals. The classes are located on the Perry Health Sciences or the Northern Campuses of Wake Tech. While enrolled in the WECHS, students participate in an academic program that fulfills North Carolina high school graduation requirements and allows them to complete college coursework as part of their high school career. WECHS students complete the majority of their high school courses during their first two years in the program. The remaining three years are dedicated to students earning college credits in pursuit of an associate’s degree. College credits completed while enrolled in the school are tuition-free and are transferable to one of North Carolina’s sixteen public universities.

WAKE STEM EARLY COLLEGE HIGH SCHOOL

The Wake STEM Early College High School is a small public school of choice; a joint project between the Wake County Public School System and NC State University. STEM is the theme of our school's program in addition to our identity as an early college. Early college means students take college courses at NCSU as well as the courses required to earn a high school diploma over a five year period. Exploration of the Grand Challenges for Engineering is a common instructional focus that extends through various courses in our program. Because engineering involves so many areas of math and science it is a great scaffold on which to build a STEM education.

WAKE YOUNG MEN'S LEADERSHIP ACADEMY

Wake Young Men's Leadership Academy (WYMLA) is a grades 6-13 single-gender academy within the Wake County Public School System. Located on two campuses, grades 6-10 are held in the Thompson School Building in downtown Raleigh, NC and grades 11-13 are at Saint Augustine's University located in the history Oakwood neighborhood of Raleigh, NC. The school opened in the Fall of 2012 and currently serves approximately 150 students in the Middle School (6-8), 100 students in the High School (9-10), and 150 in the Early College Program (11-13). WYMLA's mission is to develop young men into leaders who have a positive impact on their communities through Scholarship, Service, and Success.

WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY

Wake Young Women's Leadership Academy (WYWLA) provides educational opportunities for young women in a rigorous single gender academic program. The school emphasizes leadership development, entrepreneurship, and community service. WYWLA's mission is to develop young women to be college-ready, career-focused leaders who serve their communities. WYWLA serves students in grades 6-13 on two academic campuses. Students in grades 6-10 attend classes on the Governor Morehead Campus and students in grades 11-13 attend classes on Saint Augustine's University Campus. WYWLA's academic program includes a strong college preparatory curriculum with honors, accelerated classes, college level courses, leadership enrichment studies, and foreign language.

NORTH WAKE COLLEGE & CAREER ACADEMY

North Wake College and Career Academy is Wake County's newest high school. We will open in August of 2017 with 9th, 10th, and 11th grade. North Wake College and Career Academy is a collaboration between Wake Technical Community College and Wake County Public Schools. Students will be able to take Wake Technical Community College Courses in five program areas; culinary arts, early childhood education, emergency medical science, hospitality, and information technology. Upon successful completion, students will receive certification in one of those program areas, college credit that can be used towards an AAS degree or a four year degree, and a high school diploma.

VERNON MALONE COLLEGE & CAREER ACADEMY

This early college high school serves students in Grades 9-12. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at Vernon Malone College & Career Academy (VMCCA) will be able to complete studies in one of the Wake Tech certificate/diploma programs as part of their high school graduation credits. Through an academic foundation, paired with career-informed courses and work-based learning experiences, graduates of VMCCA will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The eight certificate/diploma programs taught by Wake Technical Community College faculty in the 11th and 12th grade to students at the school are: Applied Engineering: Surveying & Mapping, Biopharmaceutical Technology, Collision Repair, Cosmetology, Multi-Trades Technology, Nurse Aide, Simulation & Game Development, and Welding.

MARY E. PHILLIPS HIGH SCHOOL

Mary E. Phillips High School extends an invitation to any Wake County High School student who has not reached his or her potential within a traditional school setting. Our philosophical approach and curriculum offer students the opportunity to obtain a high school diploma and a new view of themselves as capable, competent young adults. The school curriculum is designed to prepare students to continue their education after high school. Academic needs are met through flexible scheduling, individualized programs, and small class sizes. Varied elective courses are part of the curriculum with day and evening scheduling.

Independent study, tutorial assistance, library/media services, and state-of-the art technology enhance our academic program. All students have access to information through technological resources in school and at home.

Mary E. Phillips High School offers courses on a block schedule, which enables students to complete yearlong courses in one semester, in addition to the small class size and the opportunity for a flexible schedule.

LONGVIEW SCHOOL

Longview School offers an alternative learning program for students who have experienced difficulty in a traditional setting as indicated by their special needs. Student assignments are made by an IEP committee that includes Longview staff members.

PROGRAMS FOR EXCEPTIONAL STUDENTS

Students who meet state criteria for Special Education are eligible for special services. After the required evaluations have been completed by the appropriate staff, an Individual Education Program (IEP) is developed by a committee that considers each student's strengths and weaknesses. The IEP is a document that specifically states the services a child receives, along with goals and objectives. Special Education courses are included in the Course Descriptions section of this guide.

Special Education services are provided to an identified student with special needs from the following continuum:

- The regular teacher receives consultation from a Special Education teacher.
- Special education/related services are provided in a regular classroom.
- Special education/related services are provided part time in a setting outside the regular classroom.
- Special education/related services are provided full time in a setting outside the regular classroom.

For more information about these programs, students should see their counselors.

STUDY ABROAD

For a student to take courses abroad and receive high school credit in Wake County, careful planning based on outlined procedures is required. Credit may be given for those courses that have substantial equivalency to a Wake County high school course in content and hours as documented by a syllabus from the school.

Grades earned in courses taken abroad are not included in the calculation of the student's grade point average. A notation of "Pass" (P) or "Fail" (F) will be made on the permanent record. This procedure, while resolving the problem of incompatible grading systems, may affect a student's ability to qualify as a "North Carolina Academic Scholar" and other academic recognitions.

A. Responsibilities of the Student

1. File "Request for Credit for Study Abroad" by July 1 of the year preceding the proposed study; approval cannot be granted until the student submits a copy of the syllabus of the course(s) for which credit is requested. The hours of study and grading system in the course(s) must be included.
2. Notify his/her principal and receive approval for any course changes by December 31 of the year prior to his/her study abroad.
3. Mail to his/her Wake County high school a copy of the first semester grade report received on approved courses.
4. Schedule and take required End-of-Course tests and teacher examinations of the Wake County course(s) for which substitution is to be made. This requires the student to be available one week prior to graduation from high school (June or August graduation is available).
5. Notify the school of any changes in permanent address and telephone numbers.

B. Responsibilities of the School

1. Approve or deny "Request for Credit for Study Abroad" no more than two weeks after course syllabus is presented.
2. Administer required End-of-Course tests and teacher examinations to students.
3. Enter an E-1 on the last day of school on the principal's monthly report for students studying abroad.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

I. Definition of Virtual Programs

"Virtual learning" means registered students can take classes using their own computers over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teacher electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

II. State-Sanctioned Virtual Programs

The North Carolina Department of Public Instruction, in partnership with North Carolina's Distance Learning System, North Carolina Virtual Public School, Local Education Agencies (LEA), and the North Carolina University System, gives public school students the opportunity to take a wide array of online courses outside the normal school day or during the school day.

The state-sanctioned virtual (online) programs are available to students as individual school resources allow. Participation in these programs requires the completion of the Dual Enrollment Form and principal approval.

The following NCVPS information can be found at www.ncvps.org.

North Carolina Virtual Public School (NCVPS)

The North Carolina Virtual Public School, which began in June 2007, is a division of the North Carolina Department of Public Instruction that offers online courses to public school students of North Carolina, during the school day, at home, or anywhere they have computer access.

III. Student Enrollment

Students must complete the following steps in order to enroll in online courses.

Steps to Register for Online Courses:

1. Student meets with school-based eLearning Advisor (ELA) to discuss online options and determine eligibility.
2. Student and parent/guardian submit completed Dual Enrollment Form to his/her school counselor for Principal approval.

*Students may be asked to sign a Statement of Academic Integrity in which they promise to uphold the WCPSS Code of Conduct and promote academic integrity while taking online courses.

3. The ELA determines if the student has any modifications and shares that information with the course instructor.

Note: Please visit www.ncvps.org for a complete list of computer requirements

IV. Criteria for Course Selection

- The course must provide opportunities not currently available to the student at their school.
- Selection of online courses must follow recommended and required prerequisites as listed in the Middle and High School Program Planning Guides.
- Students enrolled in a full, daily schedule at their school may take one online course. Students enrolled in a half-day schedule may take two online courses.
- Any course that requires an End-of-Course test or a North Carolina Final Exam is approved at principal's discretion.
- Students at non-magnet schools may only enroll in World Language courses listed in the High School Program Planning Guide.

V. Considerations for Summer Study:

- Gradpoint should be used as the primary option for credit recovery. NCVPS is available for students needing original credit over the summer. NCVPS should be used for credit recovery only in extenuating circumstances.
- Rising 9th grade students wishing to take online courses must secure high school permission through the completion of the Dual Enrollment Form signed by the WCPSS high school principal. These students will take the EOC, NCFE, or CTE Post-Assessment at the WCPSS high school.
- Any course that requires an End-of-Course test is approved at principal's discretion.
- Middle school students have limited summer opportunities based on available personnel. Middle school students may take one course during the summer when granted prior approval.
- Any student enrolled in an EOC, NCFE, or CTE course is required to take the final exam at his/her base school.

VI. Student Eligibility

Students wishing to enroll in an online course must be able to:

- read on grade level as demonstrated by a passing score on the previous Reading EOG or English I EOC
- access the internet daily, browse the internet, use a clickable menu, send email, and upload and download attachments as demonstrated on the computer survey
- communicate effectively, as most courses require simultaneous discussions with the teacher and other students using web tools such as Blackboard, Moodle, etc.
- work at rigorous daily pace set by the instructor
- meet deadlines and manage course assignments
- discipline themselves to commit to 5 to 10 hours per week per course to complete work

VII. Instructional Resources

Textbooks

While NCVPS is making strides to provide online textbooks for all courses, there are some courses that require traditional textbooks. When possible, the school will provide district adopted textbooks for students. The list of courses that require textbooks not available online can be found on the NCVPS website as well as suggestions for where to buy them. Schools may limit students to courses that utilize district adopted textbooks.

Note: Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.

Science Labs

Some science courses require lab participation and caution should be exercised when approving students to take these courses. Some online labs are available through 'lab bench', however others are not. Descriptions of AP science courses should be examined carefully before enrollment to determine if labs are available online or if the course requires participation in labs on campus.

Course Specific Materials

Other than the textbook, any additional resources (such as digital cameras, handheld devices, MIDIs, etc.) required by the instructor of the online course are the sole responsibility of the student.

CREDIT RECOVERY VS. REPEATING A COURSE FOR CREDIT

NC State Board of Education policy GCS-M-001 defines "repeating a course for credit" as any high school course repeated via any delivery method when the entire Standard Course of Study is being taught for the second time. "Credit recovery" is defined as delivering a subset of the Standard Course of Study in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion.

When a student is completing a course via credit recovery, the following apply:

- The length of credit recovery courses will be dictated by the skills and knowledge the student needs to recover and not be a fixed length of time. For example, a student may only need a few weeks to recover the needed skills and knowledge and would not be required to take the course for the entire semester (or year).
- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student's GPA.

When a student is repeating a course for credit, the following apply:

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- For students who initially fail a course and repeat the full course and earn a passing grade:
 - Prior to 2015-16, both grades will count towards GPA calculation.
 - Beginning in 2015-16, the new course grade will replace the failing grade in GPA calculation.
- For students who passed the course with minimal proficiency and are retaking it to build a stronger foundation:
 - Students will receive a numerical grade and both grades will appear on the high school transcript.
 - Both grades will count towards GPA calculation.
 - Students will not receive credit towards graduation for the second attempt with the course.
- Only grades earned in high school are included in a student's high school GPA.
- Students will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

Course Descriptions

EXPLANATION OF COURSE CODE DIGITS

Example: 10212X0

The **first four digits** indicate the course. The first digit of the four digits represents the academic area as follows:

0 = nonspecific subject

1 = English/Language Arts; World Languages; Public Speaking

2 = Mathematics

3 = Science

4 = Social Studies

5 = Arts

6 = Health/PE

9 = Occupational Course of Study; ROTC; Approved Online Vendor Courses; Special Interest Topics; Teacher Cadet; SAT Prep; ACT Prep; Pre-K

Alpha = Career and Technical Education courses

When there is a number in the first digit and a **letter in the second of the four digits**, the letter indicates a special course type that is different from the NC Standard Course of Study.

C = Community College

U = University or College

A = Advanced Placement (AP)

I = International Baccalaureate (IB)

The **fifth digit** indicates the academic level/grading weight given the course. It is also used to indicate Exceptional Children Extended Content Standards and Occupational Course of Study courses.

2 = standard weight; no additional quality point

5 = honors weight; 0.5 or 1 additional quality point**

7 = AP weight; 1 or 2 additional quality points**

8 = IB weight; 1 or 2 additional quality points**

A = Extended Content Standards; no additional quality point

B = Occupational Course of Study; no additional quality point

**Refer to chart on Page 17 for new quality point breakdown based on 9th Grade Entry Date

The **sixth digit** indicates current level of the student.

Z = elementary

Y = middle

X = high

Note: When a high school course is being taught at middle school for credit, the first four digits will be the high school course and a Y will be in the 6th digit to indicate that the high school course is being taken by a middle school student for high school credit.

The **seventh digit** indicates various course sequence information.

- Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.

- Example: A three-course sequence for the CTE Modern Plumbing Part A; Modern Plumbing Part B; Modern Plumbing Part C courses. Each course may be taken and awarded credit individually without completing all three.

The **eighth through tenth digits** are for District use only.

ARTS EDUCATION COURSES

Previous performance in Arts Education courses and teacher recommendation should be considered in course selection. Arts courses may be repeated for credit including Honors level courses.

VISUAL ARTS

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE) **54622X0B** **1 credit**
Recommended prerequisite(s): Visual Arts – Beginning or portfolio

Students begin to develop their knowledge and technical abilities in three-dimensional design through the medium of clay and other sculptural materials. Various types of clay construction and glazing techniques are explored. Emphasis will be placed on technique, originality, planning and organizing three-dimensional compositions.

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) **54635X0B** **1 credit(HN)**
Recommended prerequisite(s): Visual Arts – Beginning Sculpture/Ceramics or portfolio

Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay (hand building and/or wheel) and other sculptural materials (plaster, wood, wire, paper mache, etc.). All types of construction, glaze formulation, and firing techniques are explored. Form and shape are stressed using materials appropriate to sculpting. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED) **54645X0A** **1 credit(HN)**
Recommended prerequisite(s): Sculpture/Ceramics Proficient or portfolio

Students who have demonstrated advanced skill levels in previous Sculpture & Ceramics courses are eligible to take honors level Sculpture & Ceramics III. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging sculpture problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

This course offers a concentrated study in sculptural areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as these relate to personal art expressions. Students will be working towards specific portfolio goals in wheel and/or hand-building with clay, other non- clay sculptural media, (plaster, wood, wire, paper mache, etc.) artist research, and a concentrated area of study where the work will focus on a specific theme of the student's choosing.

VISUAL ARTS - BEGINNING **54152X0A** **1 credit**

This course introduces the elements and principles of design through an exploration of a broad range of media. Activities emphasize skills and techniques in the following areas: drawing, painting, graphics, fibers, ceramics, art history, and three-dimensional design (fibers, ceramics, etc.).

VISUAL ARTS - INTERMEDIATE **54162X0A** **1 credit**
Recommended prerequisite(s): Visual Arts – Beginning or portfolio

This course offers an in-depth study of design through repeated use of art elements and principles, while expanding technical abilities. Design is taught through experiences in the following areas: drawing and painting, art history printmaking (silk screening, lino cuts and/or woodcuts), and three-dimensional design (wood, clay, fibers).

VISUAL ARTS - PROFICIENT (HONORS) **54175X0A** **1 credit(HN)**
Recommended prerequisite(s): Visual Arts – Intermediate or portfolio

This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history.

VISUAL ARTS - ADVANCED (HONORS) **54185X0A** **1 credit(HN)**
Recommended prerequisite(s): Visual Arts – Proficient or portfolio

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing.

Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

ADVANCED PLACEMENT STUDIO ART – 2D DESIGN **5A027X0** **1 credit(AP)**

Recommended prerequisite(s): Two (2) credits in visual arts on the high school level. Emphasis is placed on studio art. It is expected that students enrolled in these courses will take the College Board Advanced Placement Test. The student must prepare and submit a portfolio to the Advanced Placement Visual Arts Committee of The College Board for college credit approval. Success at the AP level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

ADVANCED PLACEMENT ART HISTORY **5A007X0** **1 credit(AP)**

This advanced art history course requires students to make extensive connections between the art of each time period and its relationship to culture. Students enrolled in this course are encouraged to take the College Board Advanced Placement Test.

THEATRE ARTS

THEATRE ARTS - BEGINNING **53152X0A** **1 credit**

This course introduces students to the basic aspects of movement, vocal expression, and ensemble work. Class activities include pantomime, improvisation, vocal development, playwriting, and solo/collaborative presentations in acting and theatre production (costumes, lighting, makeup, scenery, and sound). The course offers opportunities to present before an audience.

THEATRE ARTS – INTERMEDIATE **53162X0A** **1 credit**

Recommended prerequisite(s): Theatre Arts – Beginning or audition

Students continue to develop vocal and physical acting skills (including in-depth character analysis and development) and playwriting. Various acting styles are introduced along with opportunities to explore directing. Students focus on the history and development of theatre in Western Civilization. Class activities include more challenging improvisation, vocal development, solo/collaborative presentations in acting, directing, and theatre production (costumes, lighting, makeup, scenery, and sound). Participation in after-school rehearsals and performances is expected.

THEATRE ARTS - PROFICIENT (HONORS) **53175X0A** **1 credit(HN)**

Recommended prerequisite(s): Theatre Arts – Intermediate or audition

Students apply acting, directing, playwriting, and production skills developed in previous theatre training. Students produce polished and complex works for an audience. Additional acting styles are introduced and developed. Participating in after-school rehearsals and performances is expected.

THEATRE ARTS - ADVANCED (HONORS) **53185X0A** **1 credit(HN)**

Recommended prerequisite(s): Theatre Arts – Proficient or audition

Students advance acting, directing, playwriting, and production skills developed in previous theatre training. Students assume leadership roles in the production of polished and complex works for an audience. Various acting and directing styles are practiced.

Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Students are encouraged to explore a variety of theatrical styles and work with others to produce experimental, culturally significant works of art. Participation in after-school rehearsals and performances is expected.

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING) **53612X0A** **1 credit**

Students explore the various aspects of design and production for theatre. Areas of study may include scenery, lighting, sound, makeup, properties, costumes, and stage management.

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE) **53622X0A** **1 credit**

Recommended prerequisite(s): Technical Theatre – Beginning

Students develop technical skills through design and production. Technical support for school productions requires participation in after-school rehearsals and performances.

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) **53635X0A** **1 credit(HN)**

Recommended prerequisite(s): Technical Theatre – Intermediate

Students who have demonstrated a high skill level in technical theatre can continue to study various areas of technical theatre by focusing on more advanced design and production skills. Students are expected to participate in after-school rehearsals and performances as well as provide technical support for school-based events.

CHORAL MUSIC

VOCAL MUSIC – MIXED CHORUS – BEGINNING **52302X0A** **1 credit**

This introductory course is open to all students who have an interest in singing. In this class, choral literature is studied in both classical and contemporary fields. Some study is given to a review of the mechanics of music, composers, and music appreciation. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC – CHORAL ENSEMBLE – INTERMEDIATE **52312X0A** **1 credit**

Recommended prerequisite(s): Vocal Music – Beginning or audition

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study.

Students continue developing vocal skills through extensive study of classical and contemporary works. Adequate proficiency in sight-reading and a basic understanding of the fundamentals of music are necessary because of the vast amount of choral literature taught and memorized during the year. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC – CONCERT CHORUS – PROFICIENT (HONORS) **52325X0A** **1 credit(HN)**

Recommended prerequisite(s): Vocal Music – Intermediate or audition

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS) 52335X0A 1 credit(HN)

Recommended prerequisite(s): Vocal Music – Proficient or audition

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

ADVANCED PLACEMENT MUSIC THEORY 5A017X0 1 credit(AP)

Advanced music theory involves the study of harmonic and form analysis and multiple-part composition and orchestration. This course involves formal analysis of music from the Baroque, Classical, Romantic, Impressionistic, and 20th Century periods. Students further their skills in ear training. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

INSTRUMENTAL MUSIC

INSTRUMENTAL MUSIC: BAND – BEGINNING 52552X0A 1 credit

Recommended prerequisite(s): Middle School band or audition

This course introduces basic instrumental music skills. Students focus on the fundamentals of music, correct tone production, balance, intonation, and ensemble playing through the study of simple band literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – INTERMEDIATE 52562X0A 1 credit

Recommended prerequisite(s): Band – Beginning or audition

Students continue to study the fundamentals of music while performing more advanced literature. Aesthetic awareness and technical ability is developed through a variety of performance opportunities. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – PROFICIENT (HONORS) 52575X0A 1 credit (HN)

Recommended prerequisite(s): Band – Intermediate or audition

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – ADVANCED (HONORS) 52585X0A 1 credit (HN)

Recommended prerequisite(s): Band – Proficient (Honors) or audition

Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course.

Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level Band IV. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT) 52185X0B 1 credit (HN)

Recommended prerequisite(s): Band – Intermediate and/or audition

This group studies jazz phrasing and articulation as well as the technique of improvisation and playing in correct jazz style. Participation in after-school rehearsals and performances is expected.

CAREER AND TECHNICAL EDUCATION COURSES

PLANNING FOR COLLEGE AND CAREER

Students are entering a highly competitive global workforce. Nearly 90 percent of the fastest growing jobs in the US require education beyond high school. Almost all jobs in the foreseeable future will need some form of certification, credential, or postsecondary degree. To become career and college ready, students need 21st century skills, technical knowledge, as well as the English and mathematics knowledge and skills necessary to succeed in entry-level post-secondary courses.

With an emphasis on real world skills, Career and Technical Education connects students to academics and training that will help them be successful in the future. Our goal is that every Wake County Public School student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. No matter what their dream, they can pursue it through CTE. Students should see their counselor and Career Development Coordinator to begin developing the skills they need to become career, college, and citizenship ready.

The following are a list on online resources that can assist in planning for college and careers:

| Career Resources | College Resources |
|--|--|
| www.f4k.org | www.f4k.org |
| www.cfnc.org | www.cfnc.org |
| www.Careeronestop.org | www.educationplanner.com/ |
| www.collegecareerlifeplanning.com | www.collegecareerlifeplanning.com |
| www.careerpath.com | www.collegeboard.org |
| www.onetonline.org/ | www.act.org |
| www.humanmetrics.com | www.kiplinger.com/tools/colleges/ |
| www.Myplan.com | www.Myplan.com |
| www.bls.gov/OCO/ | www.college.gov |
| www.keirsev.com/sorter/instruments2.aspx?partid=0 | www.nccommunitycolleges.edu/ |
| www.ncsoicc.org | www.northcarolina.edu |
| www.asvabprogram.com | www.princetonreview.com |

Previous performance in Career and Technical Education (CTE) courses and teacher recommendation should be considered in course selection. CTE courses are enhanced by an array of work-based learning strategies. These include content related projects, job shadowing, supervised work experiences, internships, apprenticeships, cooperative education, and field trips. These are particularly applicable to advanced level courses. CTE courses can include work-based learning opportunities to include internships, cooperative education, and apprenticeships.

A career and technical student organization (CTSO) is an integral part of each program area's curriculum. Any student enrolled in a career and technical course is eligible for membership in the career and technical student organization (CTSO) associated with that program. The CTOS are:

- DECA for Marketing and Entrepreneurship Education
- Future Business Leaders of America (FBLA) for Business, Finance and Information Technology Education
- FFA for Agricultural Education
- Family, Career and Community Leaders of America (FCCLA) for Family and Consumer Sciences Education
- Health Occupations Students of America (HOSA) for Health Science
- Technology Student Association (TSA) for Technology, Engineering and Design
- SkillsUSA for Trade and Industrial Education

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION

PERSONAL FINANCE

BF052X0

1 credit

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PRINCIPLES OF BUSINESS AND FINANCE

BF102X0

1 credit

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MICROSOFT WORD & POWER POINT (HONORS)

BM105X0

1 credit (HN)

Prerequisite: None

In addition to the standard course requirements for Microsoft Word & PowerPoint, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the Microsoft Office Specialist (MOS) certification exams for Microsoft Word and Microsoft PowerPoint.

MICROSOFT EXCEL & ACCESS (HONORS)

BM205X0

1 credit (HN)

Prerequisite: None

In addition to the standard course requirements for Microsoft Excel & Access, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the Microsoft Office Specialist (MOS) certification exam for Microsoft Excel and Microsoft Access.

ACCOUNTING I (HONORS)

BA105X0

1 CREDIT (HN)

Prerequisite: None

Recommended for Grades 10-12

In addition to the standard course requirements for Accounting I, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

ACCOUNTING II (HONORS)*

BA205X0

1 credit (HN)

Prerequisite: BA10 Accounting I

Recommended for Grades 10-12

This Honors-level course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Students that successfully complete this course will earn Honors credit. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry-recognized credential(s): Intuit QuickBooks Certified User.

ENTREPRENEURSHIP I (HONORS)*

ME115X0

1 credit (HN)

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance

Recommended for Grades 10-12

In addition to the standard course requirements for Entrepreneurship I, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

ENTREPRENEURSHIP II (HONORS)

ME125X0

1 credit (HN)

Prerequisite: ME11 Entrepreneurship I

Recommended for Grades 11-12

In this Honors-level course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. Students that successfully complete this course will earn Honors credit. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BUSINESS LAW (HONORS)* **BB305X0** **1 credit (HN)**
 Prerequisite: BF10 Principles of Business and Finance
 Recommended for Grades 10-12

In addition to the standard course requirements for Business Law, this Honor- level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

CAREER DEVELOPMENT EDUCATION

CAREER MANAGEMENT **CC452X0** **1 credit**
 Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FAMILY AND CONSUMER SCIENCES EDUCATION

APPAREL AND TEXTILE PRODUCTION I **FA312X0** **1 credit**
 Prerequisite: None

In this course students are introduced to the Apparel I Textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FFLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

APPAREL AND TEXTILE PRODUCTION II (HONORS) * **FA325X0** **1 credit (HN)**
 Prerequisite: Apparel I

In addition to the standard course requirement Apparel and Textile Production II, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

FOODS I** **FN412X0** **1 credit**
 Prerequisite: None

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FOODS II – ENTERPRISE (HONORS)** **FN425X0** **1 credit (HN)**
 Prerequisite: Foods I or Culinary Arts and Hospitality I

In addition to the standard course requirements Foods II- Enterprise, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

INTERIOR DESIGN I **FI512X0** **1 credit**
 Prerequisite: None

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

INTERIOR DESIGN II (HONORS)* **FI525X0** **1 credit (HN)**
 Prerequisite: Interior Design I

In addition to the standard course requirements Interior Design II, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

INTERIOR APPLICATIONS (HONORS)**F1535X0****1 credit (HN)**

Prerequisite: Interior Design II

In addition to standard course requirements Interior Applications, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

PERSONAL FINANCE**BF052X0****1 credit**

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PARENTING AND CHILD DEVELOPMENT**FE602X0****1 credit**

Prerequisite: None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES**CS952X0D****1 credit**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

This culminating course is for juniors and seniors who have earned two technical credits in Family and Consumer Sciences, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MARKETING AND ENTREPRENEURSHIP EDUCATION**PERSONAL FINANCE****BF052X0****1 credit**

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), and Family Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PRINCIPLES OF BUSINESS AND FINANCE**BF102X0****1 credit**

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENTREPRENEURSHIP I (HONORS)***ME115X0****1 credit (HN)**Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance
Recommended for Grades 10-12

In addition to the standard course requirements for Entrepreneurship II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

ENTREPRENEURSHIP II (HONORS)**ME125X0****1 credit (HN)**

Prerequisite: ME11 Entrepreneurship I
 Recommended for Grades 11-12

In this Honors-level course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. Students that successfully complete this course will earn Honors credit. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SPORTS AND ENTERTAINMENT MARKETING I**MH312X0****1 credit**

Prerequisite: None

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SPORTS AND ENTERTAINMENT MARKETING II (HONORS)***MH325X0****1 credit (HN)**

Prerequisite: MH31 Sports and Entertainment Marketing I

In addition to the standard course requirements for Sports and Entertainment Marketing II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

TECHNOLOGY ENGINEERING AND DESIGN**TECHNOLOGY ENGINEERING AND DESIGN****TE112X0****1 credit**

Prerequisite: None

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have taken 8110 Fundamentals of Technology should not be enrolled in this course.

TECHNOLOGICAL DESIGN (HONORS) ***TE125X0****1 credit (HN)**

Prerequisite: Fundamentals of Technology or Technology Engineering and Design

In addition to the standard course requirements for Technological Design, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

ENGINEERING DESIGN (HONORS)***TE135X0****1 credit (HN)**

Prerequisite: Technology and Design

In addition to the standard course requirements for Engineering Design, this honors level course extends the standards course of study to a more challenging level for the student who highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam with the course, if available.

TECHNOLOGY ADVANCED STUDIES**CS952X0H****1 credit**

Prerequisite: Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits in Technology Education, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TRADE AND INDUSTRIAL EDUCATION

DIGITAL MEDIA I **IA312X0** **1 credit**
Prerequisite: None

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. NC Math 2 is recommended as preparation for this course.

ADVANCED DIGITAL MEDIA* (HONORS) **IA325X0** **1 credit (HN)**
Prerequisite: Digital Media

In addition to the standard course requirements for Advanced Digital Media, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

DRAFTING I **IC612X0** **1 credit**
Prerequisite: None

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DRAFTING II - ENGINEERING (HONORS)* **IV225X0** **1 credit (HN)**
Prerequisite: Drafting I (Available in Engineering and Design Academy only in 2017-2018)

In addition to the standard course requirements for Drafting II - Engineering, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

INTRO TO GRAPHIC COMMUNICATIONS/GRAPHIC COMMUNICATIONS I **IA112X0** **1 credit**
Prerequisite: None

This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DIGITAL FILE PREP (H)/GRAPHIC COMMUNICATIONS II (HONORS)* **IA125X0** **1 credit (HN)**
Prerequisite: Introduction to Graphic Communications

In addition to the standard course requirements for Digital File Preparation, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

PRINT ADVERTISING AND DESIGN/GRAPHIC COMMUNICATIONS III **IA132X0** **1 credit**
Prerequisite: Digital File Preparation

This course covers digital aspects of designing and programming needed in the digital printing industry. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE TRADE AND INDUSTRIAL ADVANCED STUDIES **CS952X0J** **1 credit**
Prerequisite: Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits in Trade and Industrial Education, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

WORK-BASED LEARNING

Work-based learning (WBL) experiences are a valuable component of the Career and Technical Education Program. Students who participate in these learning experiences are better prepared to be career-focused and globally competitive. The range of experiences available can be illustrated as a spectrum -- from limited career exploration to in-depth work assignments.

Job Shadowing - Community Service Learning - Internships - Cooperative Education - Apprenticeships

To obtain more information concerning work-based learning, contact the high school Career Development Coordinator (CDC) and visit the following web page: www.wcpss.net/school_to_career/work_based_learning

INTERNSHIPS

CTE INTERNSHIP HONORS

CS975X0

1 credit

Prerequisite: 11th and 12th Grade Only

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 credit.

CAREER ACADEMY INTERNSHIP HONORS

CS975X0B

1 credit

Prerequisite: 11th and 12th Grade Only

ENGLISH LANGUAGE ARTS COURSES

Previous performance in English Language Arts courses and teacher recommendation should be considered in course selection.

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I **10212X0** **1 credit**

This academic course is designed for the student who aspires to post-secondary college or career experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH I (HONORS) **10215X0** **1 credit (HN)**

This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ENGLISH II **10222X0** **1 credit**

Prerequisite: English I

This academic world literature course is designed for the student who aspires to post-secondary college or career experience. This class focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH II (HONORS) **10225X0** **1 credit (HN)**

Prerequisite: English I

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ENGLISH III **10232X0** **1 credit**

Prerequisite: English II

This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH III (HONORS) **10235X0** **1 credit (HN)**

Prerequisite: English II

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION **1A007X0** **1 credit (AP)**

Prerequisite: English II, Honors-level recommended

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

ENGLISH IV **10242X0** **1 credit**

Prerequisite: English III

This academic British literature course is designed for the student who aspires to post-secondary college or career experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH IV (HONORS) **10245X0** **1 credit (HN)**
 Prerequisite: English III

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION **1A017X0** **1 credit (AP)**
 Prerequisite: English III, Honors-level recommended

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement test.

ENGLISH ELECTIVE COURSES

AFRICAN AMERICAN LITERATURE (HONORS) **10255X0J** **1 credit (HN)**

This literature-based course is intended for those students interested in a deep and extended exploration of African American writing and its relationship to American history and culture. Students can expect to study a survey of the African American experience, from colonial voices through urban fiction, poetry, and music lyrics. A deep study of critical theories and their application to African American literature uses a variety of African American sources as text for this course.

CREATIVE WRITING I (HONORS) **10255X0D** **1 credit (HN)**

In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and essay. Students will use a writer's workshop course structure of self- and peer- evaluation and multiple revisions to produce publishable works of literature. Students will be expected to develop an extended project of work over time, responding to feedback and revising for a specific audience, such as a school literary magazine.

CREATIVE WRITING II (HONORS) **10255X0K** **1 credit (HN)**
 Recommended prerequisite(s): Creative Writing I

This course is designed for students interested in exploring the Creative Writing II curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write extended and polished responses to course assignments, participate in peer review panels, and submit manuscripts for publication. They may also be expected to participate in local publication of a school literary magazine.

LEADERSHIP IN MEDIA I (HONORS) **10255X0C** **1 credit (HN)**
 Recommended prerequisite(s): Newspaper I/II (H); or Yearbook I/II (H); or Creative Writing I/II (H)

This Honors-level course provides advanced students with the environment to obtain leadership skills. Students successfully completing this course will be responsible for coaching and mentoring peers, setting and managing deadlines, leading instruction, having a cogent awareness of current trends within the medium, and producing a collaborative product that serves the school and community. This course is designed for students who have committed to leadership positions for school-wide publications, such as the school newspaper, yearbook, or literary magazine.

NEWSPAPER I **10312X0G** **1 credit**
 Recommended prerequisite(s): Application and teacher recommendation

This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.

NEWSPAPER II (HONORS) **10325X0A** **1 credit(HN)**
 Recommended prerequisite(s): Newspaper I, application, and teacher recommendation

This honors course allows junior- and senior-level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit are required to fill an editor's position or take a leadership role on the publication staff. They participate in the construction and publication of the school newspaper and master additional editorial and technological skills. Editorial skills include planning an entire issue, copy editing, and completing portfolios of their work. The technological skills include mastering advanced layout and design of desktop publishing and mastering digital imagery and photo placement. Students may receive honors credit in Newspaper II Honors one time only.

NEWSPAPER III (HONORS) **10335X0** **1 credit (HN)**
 Recommended prerequisite(s): Newspaper I, Newspaper II (Honors), and teacher recommendation

This honors course provides advanced journalism students the opportunity to expand their portfolios (begun in Newspaper II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the publication staff. In addition, they refine writing, editing, imaging, finance, and printing skills. Students may receive honors credit in Newspaper III Honors one time only.

READING COMPETENCY**10252X0C****1 credit**

This course is designed for students entering high school with an intervention plan based on their Level I or Level II score on the eighth grade End-of-Grade Reading Test. This course coaches students in reading skills, thinking skills, and test-taking skills that will enhance the ability to perform grade level work in English I and English II.

SPEECH I**10142X0****1 credit**

This course, designed for the beginning and experienced public speaker alike, helps all students excel as it cultivates a positive and supportive classroom environment in which students become comfortable in front of an audience of their peers, giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate.

SPEECH I (HONORS)**10145X0****1 credit (HN)**

This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.

SPEECH II (HONORS)**10155X0****1 credit (HN)**

Recommended prerequisite(s): Speech I Honors

The Honors section of this course requires students to meet the rigorous and rewarding standards promoted by the National Forensics League. Students will explore all of the main events sponsored by the league: dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. In the process of honing their skills, students will be expected to delve more deeply into the art of argumentation and the resources available through advanced research.

ENGLISH AS A SECOND LANGUAGE PROGRAM

Students whose home language is not English and who are identified as LEP may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

ESL courses may be offered as two semester courses with one credit awarded for each semester. Students are allowed to take both semesters of a level but it is not a requirement. The ESL teacher is the best resource for making decisions regarding course changes.

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| ESL I | 10382X02 (Part I) | 1 credit |
| | 10382X03 (Part II) | 1 credit |

This course is recommended for Comprehensive students who scored between Entering (Level 1) and Emerging (Level 2) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally utilize words, phrases or chunks of language with simple grammatical constructions and/or multiple related sentences with compound grammatical constructions within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

| | | |
|---------------|---------------------------|-----------------|
| ESL II | 10382X04 (Part I) | 1 credit |
| | 10382X05 (Part II) | 1 credit |

This course is recommended for Comprehensive/Moderate students who scored between Emerging (Level 2) and Developing (Level 3) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally perform the same language tasks as students in ESL I and/or working towards using expanded sentences to express multiple related ideas using repetitive grammatical structures and specific content language within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

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|----------------|----------------------------|-----------------|
| ESL III | 10382X06 (Part I) | 1 credit |
| | 10382X062 (Part II) | 1 credit |

This course is recommended for Moderate students who scored between Developing (Level 3) and Expanding (Level 4) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally perform the same language tasks as students in ESL I and II and/or working towards creating organized, more complex sentences with varying grammatical structures using technical content-area language within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

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| ADVANCED LANGUAGE SUPPORT FOR ELLS | 10382X08 (Part I) | 1 credit |
| | 10382X082 (Part II) | 1 credit |

This course will focus on the finer details of the English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Maximum class size should be less than 15.

HEALTHFUL LIVING COURSES

The completion of Healthful Living I is a North Carolina high school graduation requirement. This course consists of the required high school healthful living essential standards and clarifying objectives as required by the North Carolina Department of Public Instruction. After completing Healthful Living I, students are encouraged to pursue other Healthful Living electives.

REQUIRED COURSE

HEALTHFUL LIVING I

60492X0

1 credit

The completion of Healthful Living I is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives.

Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

ADVENTURE EDUCATION

60292X0G

1 credit

Recommended prerequisite(s): Healthful Living I

This course is based on the outdoor education model "Project Adventure" and is designed to provide opportunities for students to make positive choices, gain self-confidence, and challenge themselves to go beyond their perceived boundaries. Project Adventure empowers youth to experience and practice leadership, teamwork, problem-solving, and conflict resolution. Students participate in activities (dependent on school resources) such as orienteering, low ropes courses, team-building initiatives, cooperative games (New Games), and other activities. The students learn to work more effectively with others, stimulate creative thinking, and foster team building, self-confidence, and leadership skills. There is also a special focus for students interested in participating in triathlons.

PHYSICAL FITNESS I

60602X0

1 credit

Recommended prerequisite(s): Healthful Living I

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

WEIGHT TRAINING AND CONDITIONING I

60292X0A

1 credit

Recommended prerequisite(s): Healthful Living I

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING II

60292X0B

1 credit

Recommended prerequisite(s): Weight Training and Conditioning I and teacher recommendation

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are a part of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

WEIGHT TRAINING AND CONDITIONING III

60292X0L

1 credit

Recommended prerequisite(s): Weight Training and Conditioning I & II, and teacher recommendation

This course is for students interested in trying some advanced lifting and exercise techniques which may include: Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.

TEAM SPORTS I

60292X0J

1 credit

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

TEAM SPORTS II 60292X0K 1 credit

Recommended prerequisite(s): Team Sports I and teacher recommendation

This course is designed to include the development of a greater in depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.

LIFETIME SPORTS I 60292X0D 1 credit

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety.

LIFETIME SPORTS II 60292X0E 1 credit

Recommended prerequisite(s): Lifetime Sports I and teacher recommendation

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.

HEALTH & SCIENCE-BASED ELECTIVE COURSES

COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE 60092X0G 1 credit

Recommended prerequisite(s): Healthful Living I

This course offers an in-depth focus on first aid, safety, and emergency response. Students will be certified in Community First Aid and Safety (Adult/Child/Infant CPR and basic first aid are the main components) or Emergency Response (CPR for the professional rescuer, emergency response, and an Automatic External Defibrillator (AED) section are the main components.) This course would be beneficial to students interested in "First Responder" and safety careers. This is a good foundation course for students wishing to enroll in Sports Medicine I.

SPORTS MEDICINE I 60632X0 1 credit

Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness, and sponsoring teacher recommendation. Recommended for grades 11 and 12.

This course is designed for students interested in the career of athletic training. The primary focus includes, but is not limited to, the following topics: The Athletic Training/Sports Medicine (ATSM) Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sport injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/blood borne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE II 60642X0 1 credit

Recommended prerequisite(s): Sports Medicine I and sponsoring teacher recommendation

Recommended for grades 11 and 12.

This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes but is not limited to the following topics: human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE III HONORS 60655X0 1 credit

Pre-requisite: Successful completion of Sports Med. 1 & 2 and teacher referral

Sport Medicine III Honors provides a global exploration of fundamental injury rehabilitation topics. This course can only be taught by a nationally certified athletic trainer. The course deeply explores the injury rehabilitation process including full understanding of tissue healing and modalities. In addition, the student will demonstrate how both these and the required components of a complete rehabilitation plan are taken into account while addressing specific injuries and conditions. Small student learning groups will learn economic management skills in creating an athletic training room supply list that will require adherence to a budget and being creative in money-saving strategies. Another mandate of the course requires the American Red Cross (ARC) certified instructor to maintain the student's certification in Adult CPR and AED. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification. This course expands on the state standards for Healthful Living and Biology and infuses clinical application of medical skills and health literacy.

SPORTS MEDICINE IV HONORS 60665X0 1 credit

Recommended prerequisite(s): Sports Medicine III and sponsoring teacher recommendation

Recommended for grades 11 and 12.

Sports Medicine IV Honors provides global exploration of important health topics through a societal lens. This course can only be taught by a nationally certified athletic trainer.

This is a two part course. The first portion is a student driven research project of a predetermined instructor assigned health topic that is encountered in the field of athletic training. Small student learning groups will independently research their topic to an extensive level in order to create a product that is used to educate their peers. The product must include hands-on learning activities, delivery of content that utilizes technology, and a summative assessment tool.

The second portion of the course requires the American Red Cross (ARC) certified instructor to lead students through the process of Emergency Response certification. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification.

This course expands on the state standards for Healthy Living and Biology and infuses clinical application of medical skills and health literacy.

LEADERSHIP-BASED ELECTIVE COURSES

STUDENT LEADERSHIP

60292X0H

1 credit

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

This course includes the development of advanced skills and knowledge in all areas of the physical education program, enhancing student's self-esteem and self-awareness, as well as developing communication and social interaction skills while gaining leadership abilities. Students spend a major portion of class time serving as student physical education assistants in regular and special classes and assist with extracurricular activities. Leadership opportunities help students become more knowledgeable about careers in recreation, physical education, and athletics. This is a good foundation course for students wishing to enroll in PEPI I or Peer Discovery I.

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)

60292X0T

1 credit

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation.

Recommended for grades 11 and 12.

The course is designed for students interested in serving as physical education aides to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working in the schools. Students are trained in classroom management; development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in careers related to teaching or recreation leadership.

PEPI II

60292X0U

1 credit

Recommended prerequisite(s): PEPI I and teacher recommendation.

Recommended for grades 11 and 12.

The course is an extension of PEPI I. Students in this course take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at differing grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

MATHEMATICS COURSES

The high school mathematics course of study is based upon the NC Math Standards adopted by the North Carolina State Board of Education in June, 2016. These standards specify the mathematics that all students should study in order to be college and career ready. To see a complete list of standards please visit <http://maccss.ncdpi.wikispaces.net/>. The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Practice Standards will be applied throughout each course and, together with the Content Standards, will ensure that students experience mathematics as a coherent, useful, and logical subject.

The Standards for Mathematical Content for high school are divided into six conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at <http://tinyurl.com/csak7ez>.

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| FUNDAMENTAL MATH I (ELECTIVE CREDIT) | 28002X0B | 1 credit |
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Fundamental Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents); exponents and exponential notation; solving percent problems using proportions; integers; square roots; simplifying numerical and algebraic expressions; solving one-variable equations; linear relationships; and statistics. Students will solve relevant and authentic problems using manipulative and appropriate technology.

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| INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT) | 20202X0 | 1 credit |
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Introductory Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: simplifying expressions and solving one-variable equations and inequalities; one-variable statistics; different representation of functions; linear functions; the Pythagorean theorem; volume; solving systems of linear equations; graphing line of best fit; and operations with polynomials. Students will solve relevant and authentic problems using manipulates and appropriate technology.

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| FOUNDATIONS OF NC MATH 1 (ELECTIVE CREDIT) | 20902X0 | 1 credit |
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NOTE: This course should be paired with NC Math 1B (21092X0B)

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with NC Math 1B, this course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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| NC MATH 1B | 21092X0B | 1 credit |
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Recommended prerequisite(s): Foundations of NC Math 1A

Note: This course should be paired with Foundations of NC Math 1A (20902X0)

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

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| NC MATH 1 | 21092X0 | 1 credit |
| Recommended prerequisite(s): Mastery of the middle school mathematics curriculum | | |
| <p>The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.</p> | | |
| FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT) | 20912X0 | 1 credit |
| Recommended prerequisite(s): Marginal proficiency in NC Math 1 | | |
| <p>Foundations of NC Math 2 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 2. Students will solve relevant and authentic problems using manipulatives and appropriate technology.</p> | | |
| NC MATH 2 | 22092X0 | 1 credit |
| Recommended prerequisite(s): NC Math 1 | | |
| <p>In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.</p> | | |
| NC MATH 2 (HONORS) | 22095X0 | 1 credit (HN) |
| Recommended prerequisite(s): NC Math 1 | | |
| <p>In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.</p> | | |
| FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT) | 20922X0 | 1 credit |
| Recommended prerequisite(s): Marginal proficiency in NC Math 2 | | |
| <p>Foundations of NC Math 3 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 3. Students will solve relevant and authentic problems using manipulatives and appropriate technology.</p> | | |
| NC MATH 3 | 23092X0 | 1 credit |
| Recommended prerequisite(s): NC Math 2 | | |
| <p>This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina Final Exam for Math 3.</p> | | |
| NC MATH 3 (HONORS) | 23095X0 | 1 credit (HN) |
| Recommended prerequisite(s): Honors NC Math 2 | | |
| <p>This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the</p> | | |

relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to prepare students for advanced math courses. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina Final Exam for Math 3.

4TH MATH COURSES

The following mathematics courses are accepted as the 4th level mathematics course required for graduation under the Future Ready Core. With the exception of AP Computer Science, all of the courses listed below are accepted as the fourth math for admission to UNC System Institutions. If interested, see your counselor to discuss Community College mathematics course options that also meet graduation requirements and minimum admission requirements for UNC System institutions. Students wishing to attend non-UNC System colleges, a community college, or a technical school should check with the postsecondary institution for minimum admission requirements. If interested, see your counselor to discuss CTE course options that can also count as the 4th math credit needed for graduation.

ESSENTIALS FOR COLLEGE MATH (SREB) **24082X0** **1 credit**
 Recommended prerequisite(s): Marginal proficiency in NC Math 3

Concepts explored in this course include exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics. Emphasis is on understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures: for example, why they should use a certain formula or method to solve a problem. This equips them with higher-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. Additionally, students are prepared for college level math assignments. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED FUNCTIONS AND MODELING **24002X0** **1 credit**
 Recommended prerequisite(s): NC Math 3

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions, probability, statistics, trigonometry, financial literacy. Appropriate technology, from manipulatives to calculators and application software, are used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. This course is accepted as the fourth math for admission to UNC System institutions.

PRECALCULUS (HONORS) **24035X0** **1 credit (HN)**
 Recommended prerequisite(s): Honors NC Math 3

The Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED PLACEMENT STATISTICS **2A037X0** **1 credit (AP)**
 Recommended prerequisite(s): Honors NC Math 3 or Advanced Functions and Modeling

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED PLACEMENT CALCULUS: AB **2A007X0** **1 credit (AP)**
 Recommended prerequisite(s): Mastery of the Precalculus curriculum

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED PLACEMENT CALCULUS: BC **2A017X0** **1 credit (AP)**
 Recommended prerequisite(s): AP Calculus AB

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

MATHEMATICS ELECTIVE COURSES BEYOND NC MATH 3

The following mathematics elective courses do not count as the 4th math required for graduation.

INTRODUCTION TO COLLEGE MATHEMATICS (HONORS)

28005X0H

1 credit (HN)

Recommended prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

MATHEMATICAL ANALYSIS (HONORS)

28005X0J

1 credit (HN)

Recommended prerequisite(s): AP Calculus BC

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include: applications of partial derivatives; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

SCIENCE COURSES

Previous performance in Science courses and teacher recommendation should be considered in course selection.

BIOLOGY

BIOLOGY **33202X0** **1 credit**

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

BIOLOGY (HONORS) **33205X0** **1 credit (HN)**

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

ADVANCED PLACEMENT BIOLOGY **3A007X0** **1 credit (AP)**

Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry; Paired with Honors Research Methods and Techniques

Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

ANATOMY AND PHYSIOLOGY (HONORS) **33305X0** **1 credit (HN)**

Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology.

CHEMISTRY

CHEMISTRY **34202X0** **1 credit**

Recommended prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

CHEMISTRY (HONORS) **34205X0** **1 credit (HN)**

Recommended prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

ADVANCED PLACEMENT CHEMISTRY **3A017X0** **1 credit (AP)**

Recommended prerequisite(s): NC Math 3 and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

EARTH SCIENCE

MARINE AND ASTRONOMICAL SCIENCE **35352X0B** **1 credit**

This course is designed for the student with a strong interest in the Marine and Astronomical Sciences. The importance of the marine environment to life on Earth is stressed. The underlying principles of historical and observational astronomy are also some of the major topics of study in the course.

EARTH SCIENCE **35012X0** **1 credit**

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

EARTH SCIENCE (HONORS) **35015X0** **1 credit (HN)**

This course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth systems. Laboratory work is a major component of the course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**3A027X0****1 credit (AP)**

Recommended prerequisites: Successful completion of two years of high school laboratory science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICAL SCIENCE**PHYSICAL SCIENCE****34102X0****1 credit**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

PHYSICS**PHYSICS (HONORS)****34305X0****1 credit (HN)**

Recommended prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

AP PHYSICS I-ALGEBRA BASED**3A057X0****1 credit (AP)**

AP Physics I is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum): work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

Physics I: unlike AP Physics B, which recommends a prior high school physics course, no prior course work in physics is necessary to students to enroll in AP Physics I. Students should have completed NC Math 2 and be concurrently taking NC Math 3. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

ADDITIONAL SCIENCE COURSES**FORENSIC SCIENCE****30202X0D****1 credit**

Recommended prerequisite(s): Successful completion of Biology and Chemistry

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The activities will include traditional methods in addition to modern biotechnological techniques.

RESEARCH METHODS AND TECHNIQUES (HONORS)**30205X0E****1 credit (HN)**

Recommended prerequisite(s): NC Math 1 and Biology; This course is paired with AP Biology

This honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

SOCIAL STUDIES COURSES

Previous performance in Social Studies courses and teacher recommendation should be considered in course selection.

REQUIRED SOCIAL STUDIES COURSES

For students who entered high school as **freshmen prior to 2012-2013**, North Carolina requires them to take World History, Civics and Economics, and United States History, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

For students who enter high school as **freshmen in 2012-13**, North Carolina requires them to take World History, American History I, American History II, and American History: The Founding Principles, Civics & Economics, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

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| WORLD HISTORY | 43032X0 | 1 credit |
| WORLD HISTORY (HONORS) | 43035X0 | 1 credit (HN) |

This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

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| AMERICAN HISTORY I | 43042X0 | 1 credit |
| AMERICAN HISTORY I (HONORS) | 43045X0 | 1 credit (HN) |

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

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| AMERICAN HISTORY II | 43052X0 | 1 credit |
| Recommended prerequisite: American History I | | |
| AMERICAN HISTORY II (HONORS) | 43055X0 | 1 credit (HN) |
| Recommended prerequisite: American History I | | |

In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

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| AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS | 42092X0 | 1 credit |
| AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS) | 42095X0 | 1 credit (HN) |

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

SOCIAL STUDIES ELECTIVES

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| GEOGRAPHY | 48002X0G | 1 credit |
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Students apply the five cultural and physical geographic themes across a broad range of fields, including the fine arts, sciences, and humanities. These become central to global connections as students expand knowledge of diverse historical and current cultures. The importance of core geographic themes to public policy is explored as students address issues of domestic and international significance. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

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| CONTEMPORARY LAW AND JUSTICE (HONORS) | 48005X0J | 1 credit (HN) |
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This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

SOCIOLOGY (HONORS)**44005X0****1 credit (HN)**

This full-credit honors course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students develop a sociological imagination in which they observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students discover how patterns of behavior develop, culture is learned, and social predictions are made.

SOCIOLOGY/ PSYCHOLOGY**48002X0B****1 credit**

This course provides an overview in the areas of Sociology and Psychology as a combined full-credit elective. Sociology gives students a general background of the major aspects of sociology. Students study the basic forces of social relationships as they influence the values, behavior, and knowledge of man. This course promotes an understanding of the way people develop an identity as individuals and as members of their societies and cultures. In Psychology, the story and growth of psychology as a science are studied. Basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health are analyzed.

ADVANCED PLACEMENT COURSES**ADVANCED PLACEMENT HUMAN GEOGRAPHY****4A027X0****1 credit (AP)**

Advanced Placement Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial nature of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT PSYCHOLOGY**4A057X0****1 credit (AP)**

Students study the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS**4A067X0****1 credit (AP)**

Recommended prerequisite(s): American History: Founding Principles, Civics & Economics

This course is a survey of the United States national political system. Students will examine the U.S. constitutional system, its historical development, and current trends of the system with the goal to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures, current problems, and practices are frequently used. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT UNITED STATES HISTORY**4A077X0****1 credit (AP)**

This course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; peopling; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board Advanced Placement test.

SPECIAL EDUCATION COURSES

Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Program (IEP).

DIPLOMA COURSES

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| CURRICULUM ASSISTANCE | 96102X0K | 1 credit |
| CURRICULUM ASSISTANCE (9) | 96102X0L | 1 credit |
| CURRICULUM ASSISTANCE (10) | 96102X0M | 1 credit |
| CURRICULUM ASSISTANCE (11) | 96102X0Q | 1 credit |
| CURRICULUM ASSISTANCE (12) | 96102X0R | 1 credit |

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. The three main components of CA are tutorial, remedial, and study skills instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

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| HIGH SCHOOL READING | 96102X0SP | 1 credit |
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The course focuses on basic reading skills. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, and spelling.

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| VOCATIONAL EXPERIENCE CAREER TRAINING FOR EC | 96102X0FF | 1 credit |
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This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site.

OCCUPATIONAL COURSE OF STUDY

Eligibility for participation in the Occupational Course of Study is determined by the Individual Education Program (IEP) Team, which includes school personnel, students, and parents. A student should only be considered for participation if the IEP Team determined that the North Carolina Standard Course of Study is inappropriate for the student even with the use of modifications, adaptations, supplemental aides, and services.

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| OCCUPATIONAL PREPARATION I | 9240BX0 | 1 credit |
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This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career – Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

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| OCCUPATIONAL PREPARATION II | 9241BX0 | 2 credits |
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This course emphasizes the development of skills generic to all careers including resource management, communication, interpersonal skills, technology, stamina, endurance, safety, mobility, motor, teamwork, sensory, problem-solving, cultural diversity, information acquisition/management, and self-management. This course focuses on providing students with a repertoire of basic skills that serve as a foundation for future career application. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined. Students must schedule 2 periods.

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| OCCUPATIONAL PREPARATION III | 9242BX0 | 2 credits |
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This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. Students must schedule 2 periods.

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| OCCUPATIONAL PREPARATION IV | 9243BX0 | 1 credit |
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This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their higher school experience.

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| NCVPS ENGLISH I | 9210BX0V | 1 credit |
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This curriculum exposes students to content that is closely aligned with that of the 9th grade English course content. It focuses on the writing process to develop a product, the development of an understanding of appropriate presentation skills, the use of a variety of strategies to comprehend texts, the identification of examples of appropriate conventions in both written and spoken language, the analysis of cause and effect relationships, the understanding of literary elements, rhetorical techniques, and informational texts, and the application of research tools and techniques to selected topics.

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| NCVPS ENGLISH II | 9211BX0V | 1 credit |
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This curriculum is directly aligned with that of the 10th grade English course content. See 10th grade English course description.

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| NCVPS ENGLISH III | 9212BX0V | 1 credit |
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This curriculum focuses on the understanding of literary and informational texts, the use of appropriate communication skills, the creation of written products through the use of a template, the application of reading and comprehension strategies, the problem-solving process, cause and effect relationships to decision-making, and informational research for employment, post-secondary education/training, and independent living settings.

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| NCVPS ENGLISH IV | 9213BX0V | 1 credit |
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This curriculum focuses on the application of literary and informational texts, the evaluation of communication between various audiences, the creation of written products without the use of a template, the application of reading comprehension strategies, the production of a plan to problem solve, the ability to attribute the impact of cause and effect, the generation of a viewpoint based on the analysis of a situation, and the creation of informational products for use in employment, post-secondary education/training, and independent living domains.

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| NCVPS INTRODUCTION TO MATHEMATICS | 9220BX0V | 1 credit |
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This curriculum focuses on the understanding of rational numbers, the application of mathematical operations, the application of ratios, proportions, and percent to solve problems, the use of two- and three-dimensional figures, the application of time and measurement skills, the application of algebraic properties, the understanding of patterns and relationships, and the understanding of data in terms of graphical displays, measures of center, and range.

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| NCVPS NC MATH 1A (ELECTIVE CREDIT) | 28002X0EV | 1 credit |
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This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. NC Math 1A prepares students for the subsequent course, NC Math 1. Successful completion of both NC Math 1A and NC Math 1 will fulfill the NC Math 1 requirement. Students will receive two credits: NC Math 1A as an elective credit and NC Math 1 as the NC Math 1 credit.

This course blends the best of online and classroom activities. Six engaging units cover topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities.

Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set,

Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

NCVPS NC MATH 1 **9225BX0V** **1 credit**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The NC Math 1 course is the second course in the NC Math 1 sequence. Successful completion of both NC Math 1A and NC Math 1 will fulfill the NC Math 1 requirement. Students will receive two credits: NC Math 1A as an elective credit and NC Math 1 as the NC Math 1 credit.

This course blends the best of online and classroom activities. Five engaging units cover topics such as polynomials and factoring, quadratic functions, exponential functions, data analysis, and parallel and perpendicular lines. Students will also explore a variety of mathematical formulas and apply these formulas in real-life scenarios. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

NCVPS FINANCIAL MANAGEMENT **9222BX0V** **1 credit**

This curriculum focuses on the understanding of personal financial planning, the appropriate methods for personal financial management and independent living, the understanding of state and federal income taxes, the understanding of wages and compensation, the understanding of the use of credit, the understanding of the different types of insurance, and the application of math skills to consumer spending.

NCVPS APPLIED SCIENCE **9231BX0V** **1 credit**

This curriculum focuses on the understanding of force and motion, of energy and its conservation, of electricity and magnetism, of the properties of matter, the identification of uses and danger of common chemicals, the positive and negative effects humans have on the environment, and the human body’s basic needs and control systems.

NCVPS BIOLOGY **9232BX0V** **1 credit**

This curriculum is directly aligned with that of the Biology course content. See the Biology course description.

NCVPS AMERICAN HISTORY I **9247BX0V** **1 credit**

This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolutions as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

NCVPS AMERICAN HISTORY II **9248BX0V** **1 credit**

This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. This course will trace the changes in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as major world power.

CERTIFICATE COURSES
NORTH CAROLINA EXTENDED CONTENT STANDARDS

SKILLS IN INDEPENDENT LIVING **96102X0CC** **1 credit**

This course is designed to assist students in developing competencies in the following areas: money management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

VOCATIONAL EXPERIENCE **96102X0AA** **1 credit**

This course for students in special education is to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidence Prerequisites are: (1) work related behaviors, (2) employment adjustment.

EMPLOYMENT ADJUSTMENT **96102X0EE** **1 credit**

Students participate in on-campus jobs based on IEP goals to build job related skills.

WORK RELATED BEHAVIOR **96102X0DD** **1 credit**

This curriculum concentrates in work related behaviors. The school setting environment is organized to promote independence and skill building. Students are assisted in developing a sense of organization, dependability, speed, and quality of production as reflected in a student's IEP.

SOCIALIZATION LEISURE SKILLS **96102X0BB** **1 credit**

The socialization curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student's recognition of himself as a valuable asset to society. The purpose of leisure education is to assist students in developing the skills necessary to enjoy leisure time with opportunities for learning about leisure, developing leisure skills, and practicing the skills in actual leisure environments.

PHYSICAL EDUCATION **60292X0** **1 credit**

This course is designed to help students receiving special education services develop physical and social skills. The student learns to understand and accept limitations: correct problems where possible, develop skills in sports and games suitable to limitations, and develop knowledge and appreciation of body mechanics.

ENGLISH/LANGUAGE ARTS COURSES

ENGLISH/LANGUAGE ARTS I **9310AX0** **1 credit**

This academic course focuses on development of skills needed for communication and comprehension in functional reading and writing. Emphasis is on enabling the student to interact with his environment independently to the extent of his abilities.

ENGLISH/LANGUAGE ARTS II **9311AX0** **1 credit**

This academic course focuses on further development of skills needed for communication and comprehension in functional reading and writing.

ENGLISH/LANGUAGE ARTS III **9312AX0** **1 credit**

This academic course provides development of skills and understanding of functional reading and writing as it pertains to the students interaction with his/her environment in a variety of prevocational/vocational settings.

ENGLISH/LANGUAGE ARTS IV **9313AX0** **1 credit**

This academic course provides further development of the skills and understanding of functional reading and writing as it pertains to the students independent interaction with his/her environment in a variety of vocational settings to the extent of his/her abilities.

MATH COURSES

NC MATH 1A **9324AX0** **1 credit**

This course is designed for students to understand and demonstrate number and quantity by using unit rate to identify quantities, extending the base ten system to tenths and hundredths place, and computing with base ten system to tenths and hundredths place.

NC MATH 1B **9325AX0** **1 credit**

This course is designed for students to understand and demonstrate seeing structures in systems, creating equations, and reasoning with equations and inequalities equivalent expressions, understanding inequalities and solve equations/inequalities.

FINANCIAL MANAGEMENT **9322AX0** **1 credit**

This course is designed for students to understand the impact of human activities on the environment and independence of living organisms within their environments.

SCIENCE COURSES

LIFE SCIENCE **9331AX0** **1 credit**

This course is designed for students to understand and apply safety measures and procedures in a variety of situations in the community an home, apply skills associated with providing simple first aid and obtaining medical treatment when needed and apply the skills needed to practice healthful living and good nutrition.

BIOLOGY A **9332AX0** **1 credit**

This course is designed for students to understand structures and functions of living organisms and understand how living things interact with and within their environments.

BIOLOGY B **9333AX0** **1 credit**

This course is designed for students to understand the impact of human activities on the environment and interdependence of living organisms within their environments.

SOCIAL STUDIES

SOCIAL STUDIES I **9340AX0** **1 credit**

This course is designed for students to understand individual rights and the common good, impact of government on society and individuals, and understand citizenship.

SOCIAL STUDIES II **9341AX0** **1 credit**

This course is designed for students to understand the creation and development of the United States over time through the use of chronological thinking and historical comprehension.

SOCIAL STUDIES III **9342AX0** **1 credit**

This course is designed for students to understand the creation and development of the United States over time through the use of historical research and historical analysis and interpretation.

WORLD LANGUAGE COURSES

Previous performance in World Languages courses and teacher recommendation should be considered in course selection.

FRENCH I **11012X0** **1 credit**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experience, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

FRENCH II **11022X0** **1 credit**

Recommended prerequisite(s): French I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

FRENCH III (HONORS) **11035X0** **1 credit (HN)**

Recommended prerequisite(s): French II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels II and III due to previous language study and /or established proficiency .

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course

FRENCH IV (HONORS) **11045X0** **1 credit (HN)**

Recommended prerequisite(s): French III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

FRENCH V (HONORS) **11055X0** **1 credit (HN)**

Recommended prerequisite(s): French IV

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations

SPANISH I FOR NATIVE SPEAKERS **11492X0** **1 credit**

Recommended prerequisite(s): Ability to speak and comprehend conversational Spanish

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by

providing them the opportunity to listen, speak, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

SPANISH II FOR NATIVE SPEAKERS HONORS

11505X0

1 credit (HN)

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle of high school or have placed out of Level I due to previous language study and/or established proficiency.

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable student to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

SPANISH I

11412X0

1 credit

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

SPANISH II

11422X0

1 credit

Recommended prerequisite(s): Spanish I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

SPANISH III (HONORS)

11435X0

1 credit (HN)

Recommended prerequisite(s): Spanish II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels II and II due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

SPANISH IV (HONORS)

11445X0

1 credit (HN)

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

SPANISH V (HONORS)

11455X0

1 credit (HN)

Recommended prerequisite(s): Spanish IV

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the

comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations

ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

1A087X0

1 credit (AP)

Recommended prerequisite(s): Spanish IV or Spanish V

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations.

This course follows the prescribed curriculum of the Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

LATIN I

12412X0

1 credit

This course is an introduction to the study of the classical language and the Greco-Roman culture and may be taken in middle or high school. Students learn the basic functions of the language, become familiar with some of the elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of the other disciplines with special emphasis in English Language Arts is ongoing throughout the course.

LATIN II

12422X0

1 credit

Recommended prerequisite(s): Latin I

Students enrolled in this course have either successfully completed Level I course in high school or have placed out of Level I due to previous language study and/ or established proficiency

This course continues the study of the classical language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

LATIN III (HONORS)

12435X0

1 credit (HN)

Recommended prerequisite(s): Latin II

Students enrolled in this course have successfully completed Level I and II courses in high school or have placed out of both levels due to previous language study and/ or established proficiency.

This course focuses on advanced grammar skills in the classical language. It introduces the study of literature and emphasizes the process of reading authentic texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationships of these cultures and applying their knowledge and skills inside and outside the classroom setting.

Integration of the other disciplines with special emphasis on English Language Arts is ongoing throughout the course.

LATIN IV (HONORS)

12445X0

1 credit (HN)

Recommended prerequisite(s): Latin III

Students enrolled in this course have successfully completed a Level III course in high school or have placed out Level I due to previous language study and/or established proficiency.

A major focus of Level IV is on reading of authentic texts with grammar taught in context of the readings. Emphasis is placed on five figures of speech, analysis, and essay writing.

There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the students' own culture. Students are now able to connect the classical language to other disciplines and compare it to their own language.

COLLEGE AND UNIVERSITY COURSES

Advanced University Courses are available through dual enrollment for academic enrichment at the college level. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **Advanced level courses (third or fourth year) at the college level will be awarded two additional quality points.**

Introductory University Courses are available through dual enrollment for academic enrichment at the **college level**. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **Introductory courses (first or second year) at the college level will be awarded an additional quality point.**

The credit for the course will be entered in Powerschool in historical data, after the student has completed the course and upon receipt by the high school of the college transcript showing the grade in the course. Students/parents are responsible for obtaining the college transcript and having it delivered to the school. The exceptions to this process include College and Career Promise courses scheduled by a school and University or Community College courses scheduled by the Early College High Schools and the Academies.

Counselors should submit a heat ticket for the necessary university course codes upon receiving transcript from student.



4-Year Graduation Plan

Name: _____ High School: _____ ID# _____

Year entered 9th grade: 20____ / ____ Course of Study: Future-Ready Core (record designation, if applicable) _____ Occupational _____

| Subject Area | 9 th Grade Course Name | Credit | 10 th Grade Course Name | Credit | 11 th Grade Course Name | Credit | 12 th Grade Course name | Credit |
|--|-----------------------------------|--------|------------------------------------|--------|------------------------------------|--------|------------------------------------|--------|
| 1) English | | | | | | | | |
| 2) Math | | | | | | | | |
| 3) Science | | | | | | | | |
| 4) Social Studies | | | | | | | | |
| 5) Healthful Living or Additional Course | | | | | | | | |
| 6) Additional Course | | | | | | | | |
| 7) Additional Course | | | | | | | | |
| 8) Additional Course | | | | | | | | |
| Credits Earned | | | | | | | | |
| Other Course | | | | | | | | |
| Other Course | | | | | | | | |
| Summer School | | | | | | | | |
| Online Courses | | | | | | | | |
| Total Credits Earned | | | | | | | | |

Parent/Court Appointed Custodian: _____ / _____ Student: _____ / _____
Signature Date Signature Date

Email Address _____



High School Registration Work Plan

Name _____ ID# _____ Email _____
Last First Middle

Parent/Court Appointed Custodian Address:

2017-2018 High School _____ Current Middle School _____
(rising 9th only)

| Subject Area | Course Number | | | | | | Credit | Course Name |
|-----------------------|---------------|--|--|--|--|--|--------|-------------|
| 1. English | | | | | | | | |
| 2. Math | | | | | | | | |
| 3. Science | | | | | | | | |
| 4. Social Studies | | | | | | | | |
| 5. Healthful Living* | | | | | | | | |
| 6. Additional Course | | | | | | | | |
| 7. Additional Course | | | | | | | | |
| 8. Additional Course | | | | | | | | |
| 1. Alternative Course | | | | | | | | |
| 2. Alternative Course | | | | | | | | |
| 3. Alternative Course | | | | | | | | |
| 4. Alternative Course | | | | | | | | |

Student Signature _____

Parent/Court Appointed Custodian Signature _____

Home Phone # _____ Work Phone # _____

Parent/Court Appointed Custodian Email _____