



**WAKE COUNTY**  
**PUBLIC SCHOOL SYSTEM**

# **KNIGHTDALE HIGH SCHOOL OF COLLABORATIVE DESIGN**



## **Program Planning Mini-Guide** **2016-2017**

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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 KHSCD Program Planning Mini Guide 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.

The following pages of the KHSCD Planning Mini Guide provides general information about the high school registration process in the Wake County Public School System. The Mini Guide is a

# KHSCD INSTITUTE MODEL

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Students will be able to tackle rigorous courses because they will be taught in an engaging and real-world environment. All courses (grades 9-12) will be immersed in the Problem and Project Based Learning philosophy. Students will be graded on the process, product, and communication of their content acquisition. Learning is personalized by offering interest based institutes and flexibility in content delivery. Students in grades 10-12 will select one of four institute pathways, depending on their level of interest. All freshmen are enrolled in the Freshmen Leadership Institute.



## **Freshman Leadership Institute** ***Creating Leaders for Future Problems and Solutions***

Students will begin their high school experience in the Freshman Leadership Institute. This school-within-a-school environment for our freshmen assists students with the transition to high school. Skills that are necessary to be successful in high school and beyond are explicitly taught through the Teen Leadership and Freshman Seminar courses. Exciting Problem Based Learning and technology integrated lessons allow students to start their high school career in a vibrant and engaging way!



## **Institute of Innovation** ***Creating Improved Solutions to Products and Problems***

In the Institute of Innovation, students will use the Engineering Design Process to solve real world scientific and engineering problems. Students enter the institute during their sophomore year and choose from courses that explore and solve innovative scientific, technological, engineering and math problems. Teachers collaborate to ensure that all instruction and assessments align to the innovation philosophy. Furthermore, elective course offerings align to the innovation theme



## **Institute of Government & Global Inquiry** ***Creating Solutions to Global Problems***

The Institute of Government and Global Inquiry tackles environmental and social problems found in communities throughout the world such as complex problems that require inquiry, debate, and respectful dialogue.

Citizens in the 21st Century recognize the importance of understanding and respecting differing cultures and beliefs so that true collaboration can occur in order to solve problems effectively. Students in the Institute of Government and Global Inquiry delve into environmental and social issues in order to add their voice to seemingly unanswerable problems.



## **Institute of Creative Design**

### ***Creating Products with Form and Function***

Students in the Institute of Creative Design investigate rigorous and relevant scenarios that require creativity to problem solve. Students utilize the methodology of “design thinking” to access deep levels of critical thinking and understanding of content as they investigate and develop new and exciting ideas and processes. Personalized learning is emphasized and nurtured within the Institute of Creative Design through the artistic exploration of the Fine and Performing Arts, the development of digital and computer applications and programs, and the creation of plays, poetry and stories in English Language Arts. Students collaborate with each other in and outside of their own classrooms and with the greater school community as they create, perform and publish their works.



## **Institute of Entrepreneurship**

### ***Creating Products to Fill Market Needs***

Entrepreneurs are visionary leaders. Students in the Institute of Entrepreneurship are nurtured to develop their vision for future tools, products, businesses, and industries. Many future jobs have not yet been created and many tools are still to be discovered. The students in the Institute of Entrepreneurship may be the ones to create the next big billion dollar idea. An example of a problem based learning scenario would be students working with the Chamber of Commerce to create an analysis of the types of businesses that Knightdale should try to attract. Students might design and conduct feasibility studies, market analysis, human resource plans, and promotional and marketing plans. Students would present their ideas to the Chamber Board and the Town Council.

# General Information

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## **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, Garner, and Millbrook operate on a 4-period A/B schedule. These schedules allow students to earn eight credits each year of high school. Enloe operates on a 7-period daily schedule. Graduation from Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake, Fuquay-Varina, Garner, Heritage High, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, Wake Forest, and Wakefield High Schools requires completion of a minimum of 26 credits.

- Students at Broughton High School must complete twenty-five hours of community service per year.
- Students at Enloe, Longview, Phillips, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone College & Career Academy entering 9<sup>th</sup> grade in 2009-2010 through 2011-2012 must complete 21 credits to graduate. Students entering ninth grade for the first time in 2012-2013 and beyond are following the Future-Ready Core graduation requirements and must complete 22 credits to graduate.
- Students who attend Southeast Raleigh Magnet High School must acquire four science credits and complete a graduation project in order to graduate.
- 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 9<sup>th</sup> 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, 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.

Math I (formerly Algebra I) 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 Math I 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"> <li>• Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student's post-secondary plans.</li> <li>• Student has completed a CTE concentration in one of the approved CTE Cluster areas (<a href="http://www.ncpublicschools.org/cte/curriculum/">http://www.ncpublicschools.org/cte/curriculum/</a>)</li> <li>• Student has earned an unweighted GPA of at least 2.6.</li> <li>• Student has earned at least one industry-recognized credential.</li> </ul>	<p><b>Option 1: College Endorsement</b></p> <ul style="list-style-type: none"> <li>• Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (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.</li> <li>• Student has earned an unweighted GPA of at least 2.6.</li> </ul> <p><b>Option 2: College/UNC Endorsement</b></p> <ul style="list-style-type: none"> <li>• Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements.</li> <li>• 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.</li> <li>• Student has completed two units of a world language.</li> <li>• Student has earned an unweighted GPA of at least 2.5.</li> </ul>

Global Languages Endorsement
<ul style="list-style-type: none"> <li>• The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.</li> <li>• 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"> <li>○ 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.</li> <li>○ Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.</li> <li>○ Establish "Intermediate Low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.</li> </ul> </li> <li>• 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.</li> </ul>

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.

<b>Students Entering 9<sup>th</sup> Grade in 2012-2013 and beyond</b>	
<b>Credits</b>	<b>Courses</b>
4	English: English I, II, III, IV
4	Mathematics: Math I, II, III, and a higher level math course with Math III as prerequisite.
3	Science: Physics or Chemistry, Biology, and Earth/Environmental Science
4	Social Studies: World History, American History I & II, and American History: The Founding Principles, Civics & Economics
1	Health and Physical Education
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
	<b>OR</b>
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 -Completion of The North Carolina Graduation Project
Total Credits	25 or 24+ NCGP

**Graduation Requirements Chart**

<b>CONTENT AREA</b>	<b>Available for Ninth Graders 2000 and beyond</b>	<b>For Ninth Graders Entering in 2009-10 to 2011-12</b>	<b>For Ninth Graders Entering in 2012-13 and Later</b>
	<b>OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)</b>	<b>FUTURE-READY CORE</b>	<b>FUTURE-READY CORE</b>
<b>English</b>	<b>4 Credits</b> OCS English I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV
<b>Mathematics</b>	<b>3 Credits</b> OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management	<b>4 Credits</b> (Algebra I, Geometry, Algebra II) <b>OR</b> (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>	<b>4 Credits</b> Math I, Math II, Math 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 Math I and Math II and two other application-based math courses.</i>
<b>Science</b>	<b>2 Credits</b> OCS Applied Science and OCS Biology	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science
<b>Social Studies</b>	<b>2 Credits</b> OCS American History I and OCS American History II	<b>3 Credits</b> Civics and Economics, US History, World History	<b>4 Credits</b> 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
<b>World Language</b>	Not required	Two credits required to meet minimum application requirements for UNC system.	Two credits required to meet minimum application requirements for UNC system.
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education*	<b>1 Credit</b> Health/Physical Education*	<b>1 Credit</b> Health/Physical Education*
<b>Specific Electives</b>	<b>Occupational Preparation: 6 Credits</b> Occupational Preparation I, II, III, IV Elective credits/ completion of IEP objectives/ Career Portfolio required	<b>6 Credits required</b> <b>2 Elective credits of any combination from either:</b> – Career and Technical Education (CTE) – Arts Education – Second Languages <b>4 Elective credits strongly</b>	<b>6 Credits required</b> <b>2 Elective credits of any combination from either:</b> – Career and Technical Education (CTE) – Arts Education – World Languages <b>4 Elective credits strongly</b>



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
	Recommended: at least one credit in an arts discipline	<b>recommended (four course concentration) from one of the following:</b> <ul style="list-style-type: none"> <li>– Career and Technical Education (CTE)</li> <li>– JROTC</li> <li>– Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>– Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)</li> </ul>	<b>recommended (four course concentration) from one of the following:</b> <ul style="list-style-type: none"> <li>– Career and Technical Education (CTE)</li> <li>– JROTC</li> <li>– Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>– Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)</li> </ul>
Career Technical Education	<b>4 Credits</b> CTE electives		
Additional Electives		5	4
<b>Total</b>	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).

## **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 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 25% 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 (6<sup>th</sup> 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 Math I must take the Math I End of Course Test, which counts as 25% 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.

<b>UNC SYSTEM ADMISSION</b> (Effective Fall 2006)
Six (6) credits in <b>language</b> , including <ul style="list-style-type: none"> <li>• Four (4) credits in <b>English</b> emphasizing grammar, composition, and literature, and</li> <li>• Two (2) credits of a <b>language other than English</b></li> </ul>
Four (4) credits in <b>mathematics*</b> in any of the following combinations: For students entering high school prior to 2012-13: <ul style="list-style-type: none"> <li>• Algebra I and II, Geometry, and one credit beyond Algebra II</li> <li>• Algebra I and II, and two credits beyond Algebra II, or</li> <li>• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III</li> </ul> For students entering high school in 2012-13 and beyond: <ul style="list-style-type: none"> <li>• Math I, II, III and one credit beyond Math III</li> </ul> <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p>
Three (3) credits in <b>science</b> , including <ul style="list-style-type: none"> <li>• At least one (1) credit in a life or biological science (for example biology),</li> <li>• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and</li> <li>• At least one (1) laboratory course</li> </ul>
Two credits in <b>social studies</b> , including, <ul style="list-style-type: none"> <li>• One (1) credit in United States history**</li> </ul> <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.**

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

## **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. Advanced Placement (AP) courses carry two extra quality points, and honors (HN) courses carry one 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, 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.

### **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](http://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.scribborder.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 9<sup>th</sup> 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 9<sup>th</sup> 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: and 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:

Math I                                      Biology                                      English II

In all courses with an End-of-Course test, the EOC test shall count as 25% 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.

### **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](http://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](http://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](http://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](http://www.eligibilitycenter.org). This website contains a "Guide for the College-Bound Student-Athlete," that can be ordered.



## Alternative Programs of Study

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### **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.

### **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](http://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](http://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 is approved at principal's discretion.

### **V. Considerations for Summer Study:**

- Rising 9<sup>th</sup> grade students wishing to take online courses must secure high school permission through the completion of the Dual Enrollment Form signed by the high school principal.
- 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.
- Any student enrolled in an EOC or VoCAT 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

# Course Descriptions

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## 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; 1 additional quality point

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

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

**A** = Extended Content Standards; no additional quality point

**B** = Occupational Course of Study; no additional quality point

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**

#### **DRAWING – VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0A 1CREDIT**

Recommended prerequisite(s): Visual Arts – Beginning or portfolio

This course introduces the elements and principles of design through an exploration of various drawing media techniques.

#### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0B 1CREDIT**

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) 54635X01 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 1CREDIT**

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 1CREDIT**

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  
(HN)****1CREDIT**

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  
(HN)****1CREDIT**

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  
(AP)****1CREDIT**

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.

**COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (INTERMEDIATE)****1****54622X0E  
CREDIT**

Recommended prerequisite(s): Visual Arts – Beginning or portfolio

Students experience the elements of design through the electronic medium. Projects involve simple optical design, illustrations, contour line, drawings, perspective, paintings, composition involved in desktop publishing, and introduction to 2D animation.

**COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (PROFICIENT)****1****(HN)****54635X0E  
CREDIT**

Recommended prerequisite(s): Computer Art and Animation – Intermediate or portfolio

Students in this Level II course carry those concepts studied in Level I to a new and more challenging height. Students develop the following: product package layouts, story illustrations, logo design, advanced painting solutions, drawing problems, and advanced animation.

**COMMERICAL ART: PRINTMAKING/TEXTILES-VISUAL ART SPECIALIZATION (INTERMEDIATE)****54622X0D****1CREDIT**

Recommended prerequisite(s): Visual Arts – Beginning or portfolio

This course is designed for the student who has completed at least one credit of high school art and has a special interest in printmaking and textiles. Some of the following processes are taught in printmaking: block printing, silk screen, intaglio, relief printing, and etching. In textiles students expand their knowledge and technical skills in two- and three-dimensional design. Areas explored include macramé, batik, soft sculpture, and weaving.

## **DANCE**

### **MODERN DANCE - BEGINNING**

**51152X0A**

**1CREDIT**

This course introduces students to movement and choreography through the elements of modern dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

### **MODERN DANCE - INTERMEDIATE**

**51162X0A**

**1CREDIT**

Recommended prerequisite(s): Audition or portfolio review using the WCPSS Placement Assessment Tool

This course continues the development of intermediate movement skills and choreography through an enhanced application of modern dance techniques. Students apply technical skills from a variety of dance forms to enhance performance at an intermediate level. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

### **MODERN DANCE - PROFICIENT (HONORS)**

**51175X0A**

**1 CREDIT (HN)**

Recommended prerequisite(s): Modern Dance – Intermediate or audition

Technical skills and aesthetic awareness are developed through more challenging dance technique and choreography classes. Success at the proficient level requires rigorous study in technique, performance, dance history, anatomy and deep aesthetic awareness. In addition, students demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

### **MODERN DANCE - ADVANCED (HONORS)**

**51185X0A**

**1CREDIT (HN)**

Recommended prerequisite(s): Audition or Portfolio review using the WCPSS Placement Assessment Tool

Success at the advanced level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Advanced modern dance is a challenging technique class where students present and produce their own choreography. Students will demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

## **THEATRE ARTS**

### **THEATRE ARTS - BEGINNING**

**53152X0A**

**1CREDIT**

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** **1CREDIT**

**53162X0A**

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.

**CHORAL MUSIC**

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

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 1CREDIT**

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)**

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.

## **INSTRUMENTAL MUSIC**

### **INSTRUMENTAL MUSIC: BAND – BEGINNING**

**52552X0A**

**1CREDIT**

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**

**1CREDIT**

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)**

**52585X0**

**1 CREDIT HN**

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.

## 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
<a href="http://www.f4k.org">www.f4k.org</a>	<a href="http://www.f4k.org">www.f4k.org</a>
<a href="http://www.cfnc.org">www.cfnc.org</a>	<a href="http://www.cfnc.org">www.cfnc.org</a>
<a href="http://www.Careeronestop.org">www.Careeronestop.org</a>	<a href="http://www.educationplanner.com/">www.educationplanner.com/</a>
<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>	<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>
<a href="http://www.careerpath.com">www.careerpath.com</a>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
<a href="http://www.onetonline.org/">www.onetonline.org/</a>	<a href="http://www.act.org">www.act.org</a>
<a href="http://www.humanmetrics.com">www.humanmetrics.com</a>	<a href="http://www.kiplinger.com/tools/colleges/">www.kiplinger.com/tools/colleges/</a>
<a href="http://www.Myplan.com">www.Myplan.com</a>	<a href="http://www.Myplan.com">www.Myplan.com</a>
<a href="http://www.bls.gov/OCO/">www.bls.gov/OCO/</a>	<a href="http://www.college.gov">www.college.gov</a>
<a href="http://www.keirsey.com/sorter/instruments2.aspx?partid=0">www.keirsey.com/sorter/instruments2.aspx?partid=0</a>	<a href="http://www.nccommunitycolleges.edu/">www.nccommunitycolleges.edu/</a>
<a href="http://www.ncsoicc.org">www.ncsoicc.org</a>	<a href="http://www.northcarolina.edu">www.northcarolina.edu</a>
<a href="http://www.asvabprogram.com">www.asvabprogram.com</a>	<a href="http://www.princetonreview.com">www.princetonreview.com</a>

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 CTSOs 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

## **AGRICULTURAL EDUCATION**

### **AGRISCIENCE APPLICATIONS**

**AU102X0**

**1CREDIT**

Prerequisite: None

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **ANIMAL SCIENCE I**

**AA212X0  
CREDIT**

**1**

Prerequisite: None

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **VETERINARY ASSISTING**

**AA415X0**

**1 CREDIT**

Prerequisite: Animal Science II or Animal Science II – Small Animals

Recommended Maximum Enrollment: 15

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of the course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning, job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experience.

### **HORTICULTURE I**

**1**

**AP412X0  
CREDIT**

Prerequisite: None

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **HORTICULTURE II (HONORS)\***

**AP425X0**

**1 CREDIT**

**(HN)**

Prerequisite: Horticulture I

In addition to the standard course requirements, Horticulture 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.

**ENVIRONMENTAL & NATURAL RESOURCES I****AN512X0****1 CREDIT**

Prerequisite: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ENVIRONMENTAL & NATURAL RESOURCES II (HONORS)\*  
(HN)****AN525X0****1 CREDIT**

Prerequisite: Environmental &amp; Natural Resources I

In addition to the standard course requirements Environmental & Natural Resources 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.

**AGRICULTURE ADVANCED STUDIES****CS952X0A****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 has earned two technical credits in Agriculture, 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**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.

**MICROSOFT WORD & POWER POINT (HONORS)  
(HN)****BM105X0****1 CREDIT**

Prerequisite: None

Students enrolled in Microsoft IT Academy courses benefit from the use of world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom and have the opportunity to apply their skills and knowledge to earn industry-recognized credentials. In this course, students will learn to use the latest versions of Microsoft Word and Microsoft PowerPoint to create, enhance, customize, share, and deliver complex documents

and presentations, such as those used in business and industry. Microsoft Publisher, OneNote, and Outlook are supplemental competencies for this course. English language arts are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeships are 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. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Word and Microsoft PowerPoint.

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 exam for Microsoft Word and Microsoft PowerPoint.

**MICROSOFT EXCEL & ACCESS (HONORS)  
(HN)**

**BM205X0**

**1 CREDIT**

Prerequisite: None

Students enrolled in Microsoft IT Academy courses benefit from the use of world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom and have the opportunity to apply their skills and knowledge to earn industry-recognized credentials. In this course, students will learn to use the latest versions of Microsoft Excel to analyze, manipulate, and present various types of data and Microsoft Access to create, modify, and locate information, as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Excel and Microsoft Access.

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.

**MULTIMEDIA AND WEBPAGE DESIGN**

**BD102X0**

**1 CREDIT**

Prerequisite: BM10 Microsoft Word & Powerpoint

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ACCOUNTING I (HONORS)  
(HN)**

**BA105X0**

**1 CREDIT**

Prerequisite: None

Recommended for Grades 10-12

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is 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. 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.

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)\*  
(HN)**

**BA205X0**

**1 CREDIT**

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. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. 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.

**ENTREPRENEURSHIP I (HONORS)\*  
(HN)**

**ME115X0**

**1 CREDIT**

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance  
Recommended for Grades 10-12

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced throughout the course. 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.

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. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. 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\***

**BB302X0**

**1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance  
Recommended for Grades 10-12

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law,

and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced throughout the course. Students will have daily access to computers for immediate application of content to current/real world topics. Work-based learning strategies appropriate for this course include internship, and job shadowing. Apprenticeship and cooperative education are 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.

### **AP COMPUTER SCIENCE PRINCIPLES**

**BP407X0**

**1 CREDIT**

Prerequisite: None

This course is an introduction to the principles of computer science, including the history, social implications, and future of computing and how computing empowers discovery and progress in other fields. The relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will complete a substantial team programming project related to their interests. Students that successfully complete this course will earn AP credits.

### **COMPUTER PROGRAMMING I**

**BP102X0**

**1 CREDIT**

Prerequisites: None

Recommended for Grades 10-12

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are 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.

### **COMPUTER PROGRAMMING II (HONORS)\* (HN)**

**BP125X0**

**1 CREDIT**

Prerequisite: BP10 Computer Programming I

This Honors-level course is designed to teach students advanced programming concepts. Including class structures, multimedia programming, advanced arrays, and file structures. Students will apply course concepts through the development of XNA Game Studio computer games. Students that successfully complete this course will earn Honors credit. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeships, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essentials standards and workplace readiness skills through authentic experiences.

### **SAS PROGRAMMING I (HONORS)\* (HN)**

**BP205X0**

**1 CREDIT**

Prerequisite: One course in another computer programming language

Recommended for Grades 10-12

This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating list and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Students that successfully complete this course will earn Honors credit. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, entrepreneurship, mentorship, service learning, and job shadowing. Cooperative education 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. This course can help prepare students for the SAS Base Programming Exam for SAS 9 certification exam.



## **FAMILY AND CONSUMER SCIENCES EDUCATION**

### **PRINCIPLES OF FAMILY AND HUMAN SERVICES\*\***

**FC112X0**

**1 CREDIT**

Prerequisite: None

Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. 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.

### **APPAREL AND TEXTILE PRODUCTION I**

**FA312X0**

**1**

#### **CREDIT**

Prerequisite: None

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, 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 (FCCLA) 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**

**1CREDIT(HN)**

Prerequisite: Apparel I

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science 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 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.

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)\*\* (HN)**

**FN425X0**

**1 CREDIT**

Prerequisite: Foods I or Culinary Arts and Hospitality I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam

for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. 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.

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.

## **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.

## **EARLY CHILDHOOD EDUCATION I**

**FE112X0**

**2 CREDITS**

Prerequisite: Parenting and Child Development is recommended as preparation for this course and students must be 16 by October 1\*\* or 16 by the start date for the course.

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship 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.

\*\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date for the course.  
[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**EARLY CHILDHOOD EDUCATION II (HONORS)\*****FE125X0A****2 CREDITS(HN)**

Prerequisite: Early Childhood Education I and students must be 16 by October 1\* or 16 by the start date of the course

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship 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.

\*\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date of the course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

In addition to the standard course requirements Early Childhood 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.

**HEALTH SCIENCE EDUCATION****HEALTH TEAM RELATIONS****HU102X0****1 CREDIT**

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

**HEALTH SCIENCE I****HU402X0****1 CREDIT**

Prerequisite: Biology is recommended as a preparation for this course

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HEALTH SCIENCE II (HONORS)\*****HU425X0****1 CREDIT (HN)**

Prerequisite: Health Science I or Medical Science I

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

In addition to the standard course requirements Health Science 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.

## **MARKETING AND ENTREPRENEURSHIP EDUCATION**

### **PERSONAL FINANCE**

**CREDIT**

**BF052X0 1**

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**

**CREDIT**

**BF102X01**

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. Students will have daily access to computers for application of content to current/real world topics. 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.

### **MARKETING**

**CREDIT**

**MM512X01**

Prerequisite:

None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business operations. Mathematics and social studies are reinforced throughout the course. 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) 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 this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. 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.

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. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. 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 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)\* CREDIT**

**(HN)**

**MH325X0 1**

Prerequisite: MH31

Sports and Entertainment Marketing I

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced throughout the course. 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) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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**

### **SCIENTIFIC AND TECHNICAL VISUALIZATION I**

**TS212X0**

**1 CREDIT**

Prerequisite: None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. 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.

## **SCIENTIFIC AND TECHNICAL VISUALIZATION II (HONORS)\***

**TS225X0**

**1 CREDIT (HN)**

Prerequisite: Scientific and Technical Visualization I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. 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.

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical and /or scientific concepts and principles. 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 Students Association (TSA) competitive events, and community service, and leadership activates provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. 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.

## **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

## **GAME ART DESIGN\* CREDIT**

**TS312X0**

**1**

Prerequisite: Scientific and Technical Visualization I

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related

to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is 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.

mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is 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.

## **TRADE AND INDUSTRIAL EDUCATION**

### **CORE AND SUSTAINABLE CONSTRUCTION**

**IC002X0**

**1 CREDIT**

Prerequisite: None

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

### **CARPENTRY I**

**IC212X0**

**1 CREDIT**

Prerequisite: Core and Sustainable Construction

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

### **CARPENTRY II (HONORS)\***

**IC225X0**

**1 CREDIT (HN)**

Prerequisite: Carpentry I

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

In addition to the standard course requirements for Carpentry 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.

### **CARPENTRY III**

**IC232X0**

**1 CREDIT**

Prerequisite: Carpentry II

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

### **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. Common Core Math II is recommended as preparation for this course.

### **ADVANCED DIGITAL MEDIA\* (HONORS) CREDIT (HN)**

**IA325X0**

**1**

Prerequisite: Digital Media

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. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics 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.

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 - ARCHITECTURAL (HONORS)\***

**IC625X0**

**1 CREDIT (HN)**

Prerequisite: Drafting I

This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. 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.

In addition to the standard course requirements for Drafting II - Architectural, 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.

**NETWORK ENGINEERING TECHNOLOGY I (HONORS) II115X0 1 CREDIT**

Prerequisite: None

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**NETWORK ENGINEERING TECHNOLOGY II (HONORS)\* II125X0 1 CREDIT  
(HN)**

Prerequisite: Network Engineering Technology I

This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COMPUTER ENGINEERING TECHNOLOGY I II212X0 1 CREDIT**

Prerequisite: None

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COMPUTER ENGINEERING TECHNOLOGY II (HONORS)\* II225X0 1 CREDIT  
(HN)**

Prerequisite: Computer Engineering Technology I

In addition to the standard course requirements for Computer Engineering Technology 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.

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**Public Safety I                      Course Number: IP11**

Recommended Maximum Enrollment: 25 Hours of Instruction: 135 (block) 150 (regular) Prerequisite: None

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts 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.

**Public Safety II                      Course Number: IP12**

Recommended Maximum Enrollment: 25 Hours of Instruction: 135 (block) 150 (regular) Prerequisite: IP11 Public Safety I

This course provides a deeper level of understanding of career information in public safety including emergency management, criminal justice, emergency medical technician, and fire fighter. Additionally students will further the development a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). 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](http://www.wcpss.net/school_to_career/work_based_learning)

**INTERNSHIPS****CTE INTERNSHIP****CS972XOA****1 CREDIT**

Prerequisite: None

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  
CREDIT****CS972X0B****1****CTE APPRENTICESHIP****CS962X0****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

## **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**

<b>ENGLISH I (HONORS) (HN)</b>	<b>10215X0</b>	<b>1 CREDIT</b>
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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.

<b>ENGLISH II (HONORS) (HN)</b>	<b>10225X0</b>	<b>1 CREDIT</b>
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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.

<b>ENGLISH III (HONORS) (HN)</b>	<b>10235X0</b>	<b>1 CREDIT</b>
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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.

<b>ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION CREDIT (AP)</b>	<b>1A007X01</b>
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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. 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.

<b>ENGLISH IV (HONORS) (HN)</b>	<b>10245X0</b>	<b>1 CREDIT</b>
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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  
CREDIT (AP)**

**1A017X01**

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. 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)  
(HN)**

**10255X0J**

**1 CREDIT**

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.

**ARGUMENT THEORY AND PRACTICE (HONORS)  
(HN)**

**10185X0D**

**1 CREDIT**

This honors-level course is designed to challenge students to examine argumentation closely and critically. Students will think globally about the history and theories of argument, use critical analysis as they apply new learning to complex texts and consider the elements of argument theory while crafting original writing.

**CREATIVE WRITING I (HONORS)  
(HN)**

**10255X0D**

**1 CREDIT**

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.

**INTEGRATED READING**

**10272X0E**

**1 CREDIT**

Co-requisite: English I

This course is to be taught as an integrated year-long course with English I and is designed for students who benefit from instruction in phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Students receive targeted instruction in reading at the same time they are taking English I in order to support their literacy growth in the context of opportunities to develop reading, writing, speaking, and viewing skills.

**INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA**

**10312X0B**

**1 CREDIT**

This introductory course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues.

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

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.

**YEARBOOK I****10312X0A****1CREDIT**

Recommended prerequisite(s): Application and teacher recommendation

The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.

**YEARBOOK II (HONORS)****10325X0D****1CREDIT(HN)**

Recommended prerequisite(s): Yearbook I and teacher recommendation

This honors course is for junior- and senior-level publication staff members. Students are required to fill an editor's position or take a leadership role on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students may receive honors credit in Yearbook II Honors one time only.

**YEARBOOK III (HONORS)****10335X0A****1CREDIT(HN)**

Recommended prerequisite(s): Yearbook I, Yearbook II (Honors), and teacher recommendation

This honors course provides journalism students the opportunity to expand their portfolios (begun in Yearbook 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 yearbook staff. In addition, they increase technological skills and refine writing skills. Students may receive honors credit in Yearbook III Honors one time only.

## **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.

### **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.

### **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.

### **ESL IV**

**10382X07 (PART I) 1 CREDIT**

**10382X072 (PART II) 1 CREDIT**

This course is recommended for Moderate/Transitional students who scored between Expanding (Level 4) and Bridging (Level 5) 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, II and III and/or working towards creating grammatically complex sentences that are organized, cohesive and coherent and contain technical and abstract content-area language within social and academic constructs.

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

### **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 &amp; 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.

**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.

**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 60642X01 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.



## **LEADERSHIP-BASED ELECTIVE COURSES**

### **METHODS OF COACHING**

**60092X0M**

**1 CREDIT**

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

This course provides a firsthand insight into the world of coaching. Students will interview and shadow successful coaches, athletic directors, and trainers. This course had a special focus on the planning and implementation of an athletic season from pre-season conditioning and goals, tryouts, in-season practice, schedules, developing game plans, and coaching for specific game situations. Students learn the administrative duties of budgeting, planning transportation, facility management, and general operations (promotions and fundraising). A recommended reading list includes books such as *It's Not About the Bike* by Lance Armstrong, *Born to Coach* by Rick Pitino, and *Leading with the Heart* by Coach K.

### **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.

## **JROTC COURSES**

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

### **ARMY**

(Wake Forest, Rolesville High School Millbrook High School, Enloe High School, Garner High School, and Knightdale High School)

The Army Junior Reserve Officer Training Course (AJROTC) is designed as a four year Leadership Education and Training (LET) program. The core requirements of the program are met by taking AJROTC I, AJROTC II, AJROTC III, AJROTC IV, consecutively, normally in the Fall semester. Cadets are afforded the opportunity to expand their AJROTC training in the Spring semester by enrolling in Leadership, Drill, and Ceremonies. The mission of Army JROTC is "to motivate young people to be better citizens." Its purpose is to instill students with the values of citizenship, service to the community, personal responsibility, and a sense of accomplishment. Army JROTC offers student-centered classroom activities and outside-related experiences for the participants to acquire the knowledge, skills, self-discipline, patriotism, sense of responsibility, and respect for constituted authority that better prepare them for the future. Army JROTC classes are active, fun, and challenging. Classes offer academic challenges, practical leadership experience, marksmanship and physical training, and training in drill and ceremony. Regulation Army uniforms are issued to cadets free of charge and are required to be worn once each week, usually Wednesdays, and to appropriate cadet functions. Cadets are afforded the opportunity to participate in several extra-curricular activities such as Color Guard, drill team, marksmanship team, and raider team and as part of the Cadet Corps in community parades and special events. The Color Guard performs at varsity athletic events and several community, civic and veteran's functions. The Color Guard and other special teams also compete against other AJROTC units throughout the area. Returning cadets are offered an opportunity to compete for the privilege of attending a one-week camp for leadership/adventure training. The extra-curricular activities are designed to build camaraderie and sense of belonging among the cadets. Cadets earn awards, ribbons, and rank based upon their overall participation and academic performance.

**No military service obligation is incurred from participation in the Army JROTC program.** There are, however, some significant benefits that cadets can earn with regard to advanced rank for enlistment, ROTC scholarships, and appointments to the military academies.

#### **AJROTC/ HEALTHFUL LIVING I**

**95012X0A**

**1 CREDIT**

Recommended prerequisite(s): none

This is the introductory course to AJROTC Leadership Education Training (LET). Students develop leadership skills and self-discipline through classroom instruction, hands-on activities, drill and ceremonies. Academic instruction covers the history of the military and leadership theory. This course is interspersed with concise overviews of the principles of leadership, to include: basic principles of Citizenship in Action, Leadership Theory and Application, Foundations for Success, Drill and Ceremony, other citizenship and life management skills. Throughout the course, there are case studies readings, inter-active videos, hands-on activities, and public speaking, in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and critical thinking are also taught. Cadets are required to participate in formal ceremonies, parades, adventure training, leadership applications; history and traditions of the military. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AJROTC/Healthful Living I and AJROTC/Healthful Living II.

#### **AJROTC/ HEALTHFUL LIVING II**

**95022X0B**

**1 CREDIT**

Required prerequisite(s): AJROTC/Healthful Living I and the Army Instructor recommendation

This course is a continuation in the study of Leadership and Education Training with the focus directed at achieving a healthy lifestyle, through skills and knowledge gained along the way. Leadership is a continued emphasis, specifically; understanding individual and group behavior, improving communication skills, and the introduction to leadership theories with reinforcing practical applications. The physical education components include: the Cadet Challenge fitness test, personal fitness, team sports, aerobics, outdoor education skills and Ballroom Dancing. Cadets are required to participate in a Service Learning project, physical education training and JROTC Leadership Challenge Summer Camp activities. Cadets are required to participate in physical education training and activities.

Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AFJROTC/Healthful Living I and AFJROTC/Healthful Living II.

**AJROTC III** **95032X0A** **1 CREDIT**

Recommended prerequisite(s): AJROTC II and teacher recommendation

This course is a continuation in the Leadership Education and Training program. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor's approval only. Academic emphasis is concentrated on expanding upon the base of knowledge gained at the first and second levels. Studies include topics on the Nation's defense forces and the federal judicial system. Foundations for success studies include conflict resolution, career planning, planning skills, financial planning, mediation, emotional intelligence and service learning. Other subject areas include orienteering, environmental awareness, and world geography. Cadets are given additional leadership training and are selected to fill leader and staff positions in the Cadet Organization, which affords them the opportunity to put their leadership skills into practice. Cadets are required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

**AJROTC III (HONORS)** **95035X0A** **1 CREDIT**  
(HN)

Recommended prerequisite(s): AJROTC II and teacher recommendation

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC III level cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC III academic instruction, the AJROTC III Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on the subject of leadership. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC II Honors one time only.

**AJROTC IV** **95042X0A** **1 CREDIT**

Recommended prerequisite(s): AJROTC III and teacher recommendation

This is an advanced course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed for cadets to assume and perform the responsibilities of leadership and staff positions. In their positions as senior leaders, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Academic instruction is geared to prepare cadets for life after high school. They are instructed in college and career planning, making a difference through community service, and creating a portfolio. The cadets are instructed in democracy and freedom, local government, and Presidential power and are required to stay abreast of local issues. They are also required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

**AJROTC IV (HONORS)** **95045X0A** **1 CREDIT**  
(HN)

Recommended prerequisite(s): AJROTC III and teacher recommendation

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC IV cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC IV academic instruction, the AJROTC IV Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on famous historical military leaders. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC IV Honors one time only.

**LEADERSHIP, DRILL, AND CEREMONIES****95022X0D****1 CREDIT**

Recommended prerequisite(s): AJROTC I and teacher recommendation

This course consists of advanced instruction in leadership, drill and ceremonies with particular emphasis on cadet participation in their earned leadership roles. This course is offered in the Spring semester only. In their leadership positions, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Instruction and practical application include the following topics: first aid, survival, and marksmanship. This is a physically active course, much of which is conducted outdoors.

**LEADERSHIP, DRILL, AND CEREMONIES (HONORS)****95025X0****1 CREDIT(HN)**

Recommended prerequisite(s): Army Science/Healthful Living Leadership, and I Drill and Ceremonies or AJROTC I and at least two years of successful drill team experience and the teacher's recommendation.

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student's leadership billets.

## **MATHEMATICS COURSES**

The high school mathematics course of study is based upon the national Common Core State Standards for Mathematics (CCSS-M) adopted by the North Carolina State Board of Education in June, 2010. The Common Core 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 go to [www.corestandards.org](http://www.corestandards.org). 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>.

### **MATH I**

**21032X0**

**1 CREDIT**

Recommended prerequisite(s): Mastery of the middle school mathematics curriculum

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 Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

### **MATH II (HONORS) (HN)**

**22015X0**

**1 CREDIT**

Recommended prerequisite(s): Math I

In Math II, 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 Math I. 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 power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric 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 Math II 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 Math II 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 Math II. The final exam is the North Carolina Final Exam for Math II.

**MATH III (HONORS)  
(HN)**

**23015X0**

**1 CREDIT**

Recommended prerequisite(s): Honors Math II

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 polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in 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 Math III. The final exam is the North Carolina Final Exam for Math III.

## **4<sup>TH</sup> MATH COURSES**

The following mathematics courses are accepted as the 4<sup>th</sup> 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 4<sup>th</sup> math credit needed for graduation.

**ESSENTIALS FOR COLLEGE MATH (SREB)**

**1 CREDIT**

**24082X0**

Recommended prerequisite(s): Marginal proficiency in Math III

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): Math III

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.

for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions.

**PRECALCULUS (HONORS)  
(HN)**

**24035X0**

**1 CREDIT**

Recommended prerequisite(s): Honors Math III

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 STATISTICS2A037X0****1****CREDIT****(AP)**

Recommended prerequisite(s): Honors Algebra II, Honors Math III, 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: AB2A007X0****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: BC2A017X0****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.

## **SCIENCE COURSES**

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

### **BIOLOGY**

#### **BIOLOGY (HONORS) (HN)**

**33205X0**

**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.

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

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) (HN)**

**33305X0**

**1 CREDIT**

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

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

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 (HONORS) 34205X0 1 CREDIT**

**(HN)**

Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III

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.

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  
(AP)**

**1 CREDIT**

Recommended prerequisite(s): Algebra II 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/ENVIRONMENTAL SCIENCE (HONORS) (HN)**

**35015X0**

**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.

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 thorough the earth systems. Laboratory work is a major component of the course

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP)**

**3A027X0**

**1 CREDIT**

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**

### **AP PHYSICS I-ALGEBRA BASED (AP)**

**3A057X0**

**1 CREDIT**

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 Geometry/Math II and be concurrently taking Math III or an equivalent course. 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.

### **AP PHYSICS II –ALGEBRA BASED (AP)**

**3A067X0**

**1 CREDIT**

AP Physics II is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

Physics II: Students should have had AP Physics I or a comparable introductory course in physics. Students should have taken or be concurrently taking Precalculus or an equivalent course.

## **ADDITIONAL SCIENCE COURSES**

### **FORENSIC SCIENCE (HONORS) (HN)**

**30205X0A**

**1 CREDIT**

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.

This course allows students the opportunity to examine the roles of the modern day forensics scientist. The concepts and principles are presented in greater depth and at a more rapid pace than the academic course. The classroom activities will include traditional and modern biotechnological techniques.

### **FUTURE DECISIONS IN SCIENCE**

**30202X0K**

**1 CREDIT**

Recommended prerequisite(s): Successful completion of a physical science and a biological science

This course allows students to examine the ethical problems that may arise from a highly technological society. Creativity and problem-solving skills are encouraged through simulations and discussions. Students participate in activities that promote reasoning and critical thinking.

### **RESEARCH METHODS AND TECHNIQUES (HONORS) (HN)**

**30205X0E**

**1 CREDIT**

Recommended prerequisite(s): Algebra I /Common Core Math I and Biology

This course provides extended, hands-on experience with tools, materials, and techniques used in biological, agricultural, and physical science research and application. Instruction includes appropriate methods for experimental design and implementation, data collection, and presentation of results.

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**

### **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.

#### **WORLD HISTORY (HONORS) (HN)**

**43035X0**

**1 CREDIT**

This course will address six periods in the study of world history, with a key focus of study from the mid-15<sup>th</sup> 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.

#### **AMERICAN HISTORY I (HONORS) 1 CREDIT (HN)**

**43045X0**

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.

#### **AMERICAN HISTORY II (HONORS) (HN)**

**43055X0**

**1 CREDIT**

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.

#### **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**

### **AFRICAN AMERICAN STUDIES (HONORS) (HN)**

**46015XO**

**1 CREDIT**

This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content.

### **AMERICAN INDIAN STUDIES**

**46022XO**

**1 CREDIT**

This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of American Indian societies. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures, legacies, and achievements of American Indians from prehistoric to present-day societies. The course offers traditional and contemporary perspectives, which place the land, its history, and the people at the center. This course will emphasize interactions between and within American Indian groups as well as with the government of the United States. The course draws upon concepts and issues of policy, law, economic and cultural change, as well as shared beliefs concerning human-environment interaction.

### **HOLOCAUST AND GENOCIDE IN WORLD STUDIES (HONORS) (HN)**

**48005X0A**

**1 CREDIT**

History of various genocides and holocausts is explored in this course reviewing attempts at wiping out groups based upon religious, racial and national origins. Participants will learn the impact of severe prejudice and persecution to understand the nature of civilization itself and focus on prevention strategies for future genocide and dehumanization. The World War II Holocaust as well as recent 20<sup>th</sup> century genocides such as Armenia, Rwanda, Cambodia, Sudan, and Darfur will be explored. Students will complete substantial reading, writing and research. Taking this course after successful completion of World History is recommended. 48002x0j1 credit

### **CONTEMPORARY LAW AND JUSTICE (HONORS) (HN)**

**48005X0J**

**1 CREDIT**

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) (HN)**

**44005XO**

**1 CREDIT**

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.

## **ADVANCED PLACEMENT COURSES**

### **ADVANCED PLACEMENT EUROPEAN HISTORY (AP)**

**4A017X0**

**1 CREDIT**

Recommended Prerequisite (s): World History

The focus of this course is from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. 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 HUMAN GEOGRAPHY (AP)**

**4A027X0**

**1 CREDIT**

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 natures 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 CREDIT (AP)**

**4A067X0**

**1**

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 (AP)**

**4A077X0**

**1 CREDIT**

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.

### **ADVANCED PLACEMENT WORLD HISTORY (AP)**

**4A087X0**

**1 CREDIT**

This course concentrates on the patterns of global processes and contacts in interaction with different types of human societies. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students build an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to C. E. (the common era). 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.

## **SPECIAL EDUCATION COURSES**

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

## **DIPLOMA COURSES**

<b>CURRICULUM ASSISTANCE</b>	<b>96102X0K</b>	<b>1 CREDIT</b>
<b>CURRICULUM ASSISTANCE (9)</b>	<b>96102X0L</b>	<b>1 CREDIT</b>
<b>CURRICULUM ASSISTANCE (10)</b>	<b>96102X0M</b>	<b>1 CREDIT</b>
<b>CURRICULUM ASSISTANCE (11)</b>	<b>96102X0Q</b>	<b>1 CREDIT</b>
<b>CURRICULUM ASSISTANCE (12)</b>	<b>96102X0R</b>	<b>1 CREDIT</b>

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.

<b>HIGH SCHOOL READING</b>	<b>96102X0SP</b>	<b>1 CREDIT</b>
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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.

### **Math Courses:**

The following Future Ready Core mathematics courses are designed to be taught in collaboration and by the in class resource (ICR) model with General Education. These courses support students as they develop their skills in mathematics. They are part of a course sequence that involves both elective and math credits to prepare students for the Future Ready Core graduation requirements.

See the general education mathematics courses for more information on course content and type of credit received (elective or math).

**Fundamental Math I**  
**Introductory Mathematics**  
**Foundations of Math I**  
**Math IB**  
**Foundations of Math II**  
**Foundations of Math III**

<b>VOCATIONAL EXPERIENCE CAREER TRAINING FOR EC</b>	<b>96102X0FF</b>	<b>1 CREDIT</b>
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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.

### **OCCUPATIONAL PREPARATION I**

**9240BX0**

**1 CREDIT**

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.

### **OCCUPATIONAL PREPARATION II CREDITS**

**9241BX0**

**2**

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.

### **OCCUPATIONAL PREPARATION III CREDITS**

**9242BX0**

**2**

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.

### **OCCUPATIONAL PREPARATION IV**

**9243BX0**

**1 CREDIT**

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.

### **ENGLISH I**

**9210BX0**

**1 CREDIT**

This curriculum exposes students to content that is closely aligned with that of 9<sup>th</sup> grade English courses 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 text, and the application of research tools and techniques to selected topics.

### **NCVPS ENGLISH I      9210BX0V**

**1 CREDIT**

This curriculum exposes students to content that is closely aligned with that of the 9<sup>th</sup> 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.

### **ENGLISH II**

**9211BX0**

**1 CREDIT**

This curriculum is directly aligned with that of the 10<sup>th</sup> grade English course content. See 10<sup>th</sup> grade English course description.

**NCVPS ENGLISH II**

**1 CREDIT**

**9211BX0V**

This curriculum is directly aligned with that of the 10<sup>th</sup> grade English course content. See 10<sup>th</sup> grade English course description.

**ENGLISH III**

**9212BX0**

**1 CREDIT**

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.

**NCVPS ENGLISH III**

**9212BX0V**

**1 CREDIT**

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.

**ENGLISH IV**

**9213BX0**

**1 CREDIT**

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



**NCVPS ENGLISH IV****9213BX0V****1 CREDIT**

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.

**INTRODUCTION TO MATHEMATICS****9220BX0****1 CREDIT**

This curriculum focuses on the understanding of rational numbers, the application of mathematical operations, the application of ratios, proportions, and percents 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.

**NCVPS INTRODUCTION TO MATHEMATICS****9220BX0V****1 CREDIT**

This curriculum focuses on the understanding of rational numbers, the application of mathematical operations, the application of ratios, proportions, and percents 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.

**MATH IA (ELECTIVE CREDIT)****28002X0E****1 CREDIT**

Math IA prepares students for the subsequent course, Math I. Successful completion of both Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I credit.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Math IB, 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.

**NCVPS MATH IA (ELECTIVE CREDIT)****28002X0EV****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. Math IA prepares students for the subsequent course, Math I. Successful completion of both Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I 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.

**MATH I****9221BX0****1 CREDIT**

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 Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

## **NCVPS MATH I**

**9221BX0V**

**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 Math I course is the second course in the Math I sequence. Successful completion of both the Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I 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.

## **FINANCIAL MANAGEMENT**

**9222BX0**

**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 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.

## **APPLIED SCIENCE**

**9231BX0**

**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 APPLIED SCIENCE CREDIT**

**9231BX0V**

**1**

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.

## **BIOLOGY**

**9232BX0**

**1 CREDIT**

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

## **NCVPS BIOLOGY**

**9232BX0V**

**1 CREDIT**

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

## **AMERICAN HISTORY I**

**9247BX0**

**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 economics 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 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.

**AMERICAN HISTORY II****9248BX0****1 CREDIT**

This course will guide students from the late nineteenth century time period through the early 21<sup>st</sup> 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.

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

This course will guide students from the late nineteenth century time period through the early 21<sup>st</sup> 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**

<b>MATH IA</b>	<b>9320AX0</b>	<b>1 CREDIT</b>
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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.

<b>MATH IB</b>	<b>9321AX0</b>	<b>1 CREDIT</b>
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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.

<b>FINANCIAL MANAGEMENT</b>	<b>9322AX0</b>	<b>1 CREDIT</b>
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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**

<b>LIFE SCIENCE</b>	<b>9331AX0</b>	<b>1 CREDIT</b>
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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.

<b>BIOLOGY A</b>	<b>9332AX0</b>	<b>1 CREDIT</b>
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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.

<b>BIOLOGY B</b>	<b>9333AX0</b>	<b>1 CREDIT</b>
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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**

<b>SOCIAL STUDIES I</b>	<b>9340AX0</b>	<b>1 CREDIT</b>
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This course is designed for students to understand individual rights and the common good, impact of government on society and individuals, and understand citizenship.

<b>SOCIAL STUDIES II</b>	<b>9341AX0</b>	<b>1 CREDIT</b>
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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.

<b>SOCIAL STUDIES III</b>	<b>9342AX0</b>	<b>1 CREDIT</b>
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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) (HN)**

**11035X0**

**1 CREDIT**

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 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 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 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  
(HN)**

**11505X0**

**1 CREDIT**

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 a 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)  
(HN)**

**11435X0**

**1 CREDIT**

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)  
(HN)**

**11445X0**

**1 CREDIT**

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)  
(HN)**

**11455X0**

**1 CREDIT**

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  
(AP)**

**1A087X0**

**1 CREDIT**

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.

**Chinese I**

This course will provide a presentation of the basic listening skills of the language with emphasis on listening and speaking. Reading and writing of material will be introduced. Cultural information regarding the life, customs, and culture of the people is included. Basic Chinese characters will be studied.

**Chinese II**

This course continues to build upon the knowledge gained in Chinese I. The students will demonstrate an emerging ability to make short statements by combining previously learned elements of listening, speaking, reading, and writing. There is a continuation of mastery of writing Chinese characters. Further study of culture is included.

**Chinese III (H)**

This course emphasizes aural-oral skills through reading, writing, and conversation. A continuation of the study of grammar as well as cultural and historical contributions aid the student's development of increased competency in the language and in cultural knowledge of the Chinese people.



## **OTHER CREDIT PROGRAMS**

### **FRESHMEN SEMINAR 96102X0E 1 CREDIT**

This course is designed for rising freshmen who have shown leadership potential and are interested in honing ability and learning new skills in order to take on the rigors of high school. This Paideia-style course will allow a diverse group of students the opportunity to interact with other leaders and to engage them through a variety of activities and problem-solving methods.

### **LIBRARY MEDIA STUDIES 96102X0HH 1 CREDIT**

### **SEMINAR 96102X0D 1 CREDIT**

This course is designed as an integrated follow-up to two or more courses. Students reinforce and expand their knowledge of the content of the specified courses through a Paideia-like, seminar format.

### **INDEPENDENT STUDY SKILLS 96102X0W 1 CREDIT**

This course designed to be taught as a companion to core courses to support students who enter high school with an intervention plan based on their Level 1 or 2 score on eighth-grade End of Grade Test. Through literacy-rich learning activities using cross-curricular texts and materials, students learn how to break apart long or complex assignments and create their own scaffolds for success. Students will focus their learning on enhancing their ability to read and write effectively for content-area study.

### **OTHER PROGRAM AREA INTERNSHIP (NON-CTE) 96102X0A 1 CREDIT**

An Internship allows for the development of skills 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. The Central Office School-to-Career Coordinator must be notified of each student who registers for this course for insurance purposes.

## **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.**

