



Course Registration Mini-Guide

2019-2020

The purpose of this guide is to provide detailed information about the course registration process for the 2019-2020 school year. It is not intended to replace the Wake County Public Schools System *High School Program Planning Guide*, but to supplement it with specific information designed to help you make the best decisions regarding your course selections for next year. Included are the guidelines offered by each department regarding course prerequisites, sequences, and suggested preparatory work, as well as a timeline for completing the entire registration process at Rolesville High School.

Study this Mini-Guide carefully. Before you register, talk with your teachers and counselor about your course selections and allow them to advise you on your program of study. We will enforce deadlines on requests for course changes after your initial registration, so it is particularly important that you carefully select the courses that will meet your needs, match your abilities and interests, fulfill graduation requirements, and prepare you to reach your educational and vocational goals. Take advantage of these resources that will help you prepare for a successful and rewarding 2019-2020 school year.

COURSE REGISTRATION TIMELINE

December 17	9th-11 th Parent Night
January 30	Curriculum Night/Rising Freshmen Parent Night/AP Parent Night
February 6-15	Course Recommendations entered into PowerSchool by teachers
February 8	Registration Launch – all registration materials released on website and given to students via Advisory
February 25-March 15	Counselors meet with their 9 th -11 th grade students to discuss registration, review transcripts, and complete the scheduling worksheet.
March 22	Course selection verification sheets are due.
March 29	AP contracts are due. Deadline to submit an application for an application course.
June 14	Deadline to submit Mid-Year/Early Graduation applications to Mr. Miller in Student Services
July 12	Last day to drop an Advanced Placement (AP) Course
August 9	Schedules mailed home and/or available through PowerSchool for RHS students
December 6	Deadline for all Partial Day/Early Release Forms (2 nd semester/work only)

All dates are subject to change as necessary!

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

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

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

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

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



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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, Enloe, Garner, and Millbrook operate on a 4-period A/B schedule. These schedules allow students to earn eight credits each year of high school. The chart below lists the number of credits required for graduation for each high school as well as any additional graduation requirements.

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

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

22 credits - Students entering 9th grade in 2014 or earlier

24 credits - Students entering 9th grade in 2015

26 credits - Students entering 9th grade in 2016 or later

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering 9th grade in 2013-14 and prior must earn a total of 900 work hours. Students entering in 2014-15 and later must earn a total of 600 work hours. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Women’s Leadership Academy, Wake Young Men’s Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy.

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

NC Math 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 NC 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.

Graduation Requirements Chart

CONTENT AREA	For Ninth Graders Entering in 2013 and Later	For Ninth Graders 2017 and later												
	FUTURE-READY CORE	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)												
English	4 Credits I, II, III, IV	4 Credits OCS English I, II, III, IV												
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence; the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</i>	3 Credits Introduction to Mathematics, Algebra I (NC Math I), Financial Management												
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 CREDITS Applied Science, Biology												
Social Studies	4 Credits World History (or AP World History), American History I: The Founding Principles and American History II (or AP US History + one additional Social Studies elective), and American History: Founding Principles, Civics & Economics	2 CREDITS American History I or American History II and American History: Founding Principles, Civics and Economics Students entering 9 th Grade 2016 or earlier American History I and II												
World Language	2 credits required to meet minimum application requirements for UNC system.	Not required												
Health and Physical Education	1 CREDIT Healthful Living I*	1 CREDIT Healthful Living I*												
Specific Electives	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross- disciplinary)	6 Credits Occupational Preparation I, II, III, IV Completion of Work-Based Hours as follows: Students Entering 9th Grade 2014 or later 600 Hours <table border="1" style="width: 100%;"> <tr> <td>School-based vocational training</td> <td>150 hours</td> </tr> <tr> <td>Community-based vocational training</td> <td>225 hours</td> </tr> <tr> <td>Competitive paid employment</td> <td>225 hours</td> </tr> </table> Students Entering 9th Grade 2013 or earlier 900 Hours <table border="1" style="width: 100%;"> <tr> <td>School-based vocational training</td> <td>300 hours</td> </tr> <tr> <td>Community-based vocational training</td> <td>240 hours</td> </tr> <tr> <td>Competitive paid employment</td> <td>360 hours</td> </tr> </table> Completion and presentation of a Career Portfolio containing all of the required components	School-based vocational training	150 hours	Community-based vocational training	225 hours	Competitive paid employment	225 hours	School-based vocational training	300 hours	Community-based vocational training	240 hours	Competitive paid employment	360 hours
School-based vocational training	150 hours													
Community-based vocational training	225 hours													
Competitive paid employment	225 hours													
School-based vocational training	300 hours													
Community-based vocational training	240 hours													
Competitive paid employment	360 hours													
Career Technical Education		4 Credits CTE electives												
Additional Electives	4 Credits													
Total	26 Credits	22 Credits												

SCHEDULING HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS

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

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

Course Name	Course Code if offered on NCVPS	Course Code if offered at Middle School or WCPSS Online
English/Language Arts		
English I	10212Y0V	10212Y0
Mathematics		
NC Math I	21032Y0V	21032Y0
NC Math II *	22012Y0V	22012Y0
NC Math III *	23012Y0V	23012Y0
Precalculus	24032Y0V	24032Y0
World Language <i>Students interested in taking a world language other than Spanish or French should contact the counselor.</i>		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0
Science <i>These courses must be taken in addition to 6-8 Science courses.</i>		
Earth/Environmental Science	35012Y0V	35012Y0
Physical Science	34102Y0V	Teacher-led course not available
Social Studies <i>These courses must be taken in addition to 6-8 Social Studies courses.</i>		
World History	43032Y0V	Teacher-led course not available

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

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

* MS students do not receive Honors credit

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

HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS FAQ

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 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.*

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

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

5. 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

6. 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.

7. 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.

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

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

Credit by Demonstrated Mastery

Starting in 2015, students will be able to earn credit for a course without spending a set number of hours taking the course in a classroom. Under the state's new Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may "test out" or bypass a course if they have already mastered the content.

If you would like more information, check out the WCPSS website: <https://www.wcpss.net/Page/36025> or contact cdmquestions@wcpss.net.

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).

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

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

UNIVERSITY OF NORTH CAROLINA SYSTEM MINIMUM ADMISSION REQUIREMENTS

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

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

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.

- PreCalculus, depending on the semester in which the courses are offered). Those coming straight from AFM or Math 3 will be in the minority, however, so these students should be very strong in order to be recommended for an AP course.
- AP Calculus AB/BC is a two-semester, linked course. Students are recommended to sign up for both semesters of the class, however students may take AB if they submit an application and are approved. If taking AP Calculus BC, it MUST be during the same school year as AB. AP Calculus is a rigorous college level math course – students are expected to have a very strong background from Pre-calculus. There is summer work for this course.

10-12th grade students should choose their science courses based upon...

1. the required courses they have yet to earn credit for
2. their level of performance and success in previous **science and math** courses
3. the recommendation of their current science teacher
4. the prerequisites and requirements of the chosen course

ENGLISH LANGUAGE ARTS

What are the graduation requirements for English?

- Students are required to earn credits in four mandated high school English courses— **English I, II, III, & IV.**
- Students take an NC End-of-Course assessment at the conclusion of the English II course.

What NC Standards are used for for HS English Language Arts?

- NC Standards for English Language Arts are the Common Core State Standards for English Language Arts. English I, II, III, IV teach these standards.
- English elective courses may use a combination of the Common Core State Standards for English Language Arts and other standards that may be specific to the desired outcomes of the course.

Where do AP courses fit into this sequence?

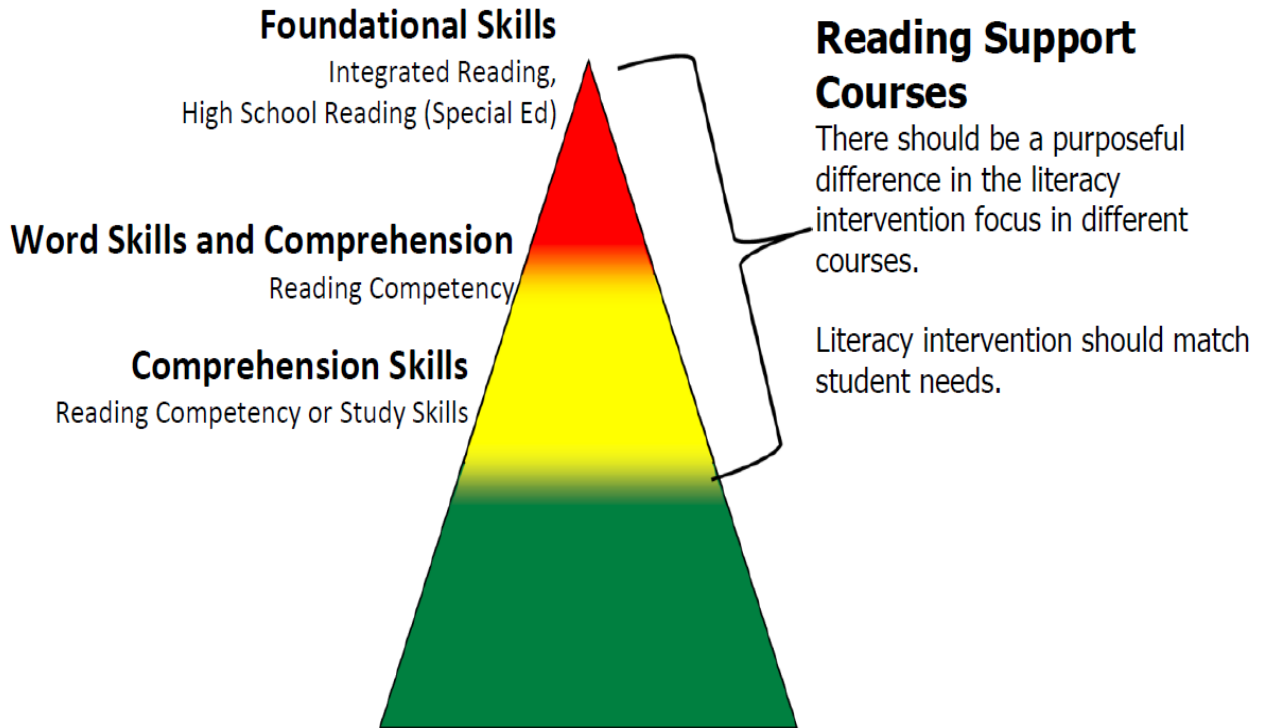
- There are two AP English courses offered by College Board: AP Language and Composition, and AP Literature and Composition.
- AP Language fulfills the graduation requirement for English III, and AP Literature fulfills the graduation requirement for English IV.

Recommendations for Highest Appropriate Rigor for English Rising 9th Graders

The High School English Program is committed to providing the highest level of rigor for each student. **Schools will place students in appropriate course levels, based on any one or more data points below.**

Data Indicators All data points are in Quickr.			
Data Source	Threshold	Recommendation	Moving Ahead...
7 th and 8 th Grade ELA Course Grades	A or B in any level	Honors English I	For grades 10-12, any student making an A or B at any level should be placed in the next highest level.
OR			
7 th -Grade EOG/ Reading	4.0-5.0	Honors English I	For Grade 11, 10 th -grade EOC may help identify students who would benefit from access to higher rigor.
	3.0-3.9	Honors or Academic	
	2.0-2.9	Academic English I	
	1.9 and below	Academic English I and Reading course elective	
OR			
Explore (if data available)	Reading Test 16+	Honors English I	For Grade 11, Plan and PSAT scores may help identify students who would benefit from access to higher rigor.
	Reading Test 11-14	Academic English I	
	Reading Test 10 and below	Academic English I and Reading course elective	
AND/OR			
EVAAS Predicted Score for English II EOC	Levels 3.5-5	Honors English I	Reminder: EVAAS Predictions are functions of other data points, so this data should be used to confirm your recommendation, not to change a recommendation.
	Levels 2-3.5	Academic English I	
	Level 1.9 and below	Academic English I and Reading course elective	

Reading Support Electives



Suggested Elective Courses

<p>First and Second Year Students who need additional support in reading and writing (see chart above)</p>	<p>First and Second Year Students who read and write on or above grade level</p>
<p>Academic Literacy (Grade 9) To be taught as year-long integration with English I by ELA-certified Literacy Coach/Literacy Teacher</p>	<p>Based on interest: African American Literature (H) Creative Writing I, II (H) Yearbook I, II, III (H)</p>
<p>Elective Sequences: Students seeking a challenge will want to consider a sequence of courses that lead towards deeper understanding of reading and writing that transcends core English content.</p>	
<p>Creative Writing: Creative Writing I (H); Creative Writing II (H) Journalism: Yearbook I; Yearbook II (H); Yearbook III (H) Literature: African American Literature (H)</p>	
<p>Students planning to participate in Advanced Placement courses will benefit from authentic reading and writing opportunities through elective courses focusing on argument and debate, public speaking, creative and critical Writing, and publication, such as a newspaper, yearbook, or literary magazine.</p>	

Mathematics

What are the graduation requirements for math?

For 9th graders entering in 2012-13 and beyond:

- For the Future Ready Core, students are required to earn four math credits – NC Math 1, NC Math 2, NC Math 3, and a 4th math course beyond Math 3 to be aligned with the student’s post-high school plans. The [Math Options Chart](#) lists courses that can count as the 4th math required for graduation (first two columns of the chart).
- In the instance that a principal grants an exception to a student from the Future Ready Core math sequence, the student will be required to successfully complete NC Math 1 and NC Math 2, plus two other application-based math courses or selected CTE (or pairs of CTE) courses. The third column of the Math Options Chart gives a list of courses that can fulfill this requirement.
- NC Math 1 is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in NC Math 1 and above. Students falling under the NC Math 1 exemption are still required to have four math credits, which can include Fundamental Math 1, Introductory Mathematics, the Foundations courses and/or CTE courses listed on the Math Options Chart.
- If you have questions about or wish to verify whether a particular sequence of courses fulfills the math graduation requirements, please contact Sonia Dupree.
- Students take an NC End-of-Course assessment at the conclusion of the NC Math 1 course and the NC Math 3 course.
- Students take an NC Final Exam at the conclusion of NC Math 2, AFM, Discrete Math, and Precalculus.

What standards are taught in high school mathematics courses?

- The North Carolina Standards for mathematics are the new NC Standards for High School Mathematics. All courses up to and including NC Math 3 teach these standards.
- Other math courses may use a combination of the Common Core State Standards for Mathematics, the 2003 NC Standard Course of Study, and other standards that are specific to the desired outcomes of the course.

Where do AP courses fit into this sequence?

- There are three AP math courses: AP Calculus AB, AP Calculus BC, and AP Statistics.
- The AP Calculus courses are taken after Precalculus, so students taking AP Calculus have already fulfilled the math graduation requirements. Both AP Calculus AB and AP Calculus BC are typically taken in the same year on the 4x4 block schedule.
- AP Statistics can be taken after NC Math 2 and may be taken in conjunction with other math courses. AP Statistics can count as the 4th math credit required for graduation.
- The majority of college majors require some type of statistics course in the plan of study.

Recommendations for Most Rigorously Appropriate Course Placement for Mathematics Rising 9th Graders

The High School Mathematics Program is committed to providing the highest level of rigor for each student. **Schools will place students in appropriate course levels, based on any one or more data points below.**

Current Course	Data Indicators All data points are in Quickr.			
	Data Source	Threshold	Recommendation	Moving Ahead . . .
Math 8	7 th and 8 th Grade Math Course Grades	A or B in any level	NC Math 1 (semester)	For grades 10-12, any student making an A or B at any level should be placed in the next highest level.
	OR			
	8 th (7 th) Grade EOG Score for Math	4.0-5.0	NC Math 1 (semester)	For NC Math 2, the NC Math 1 EOC score may help identify students who would benefit from access to higher rigor.
		3.0-3.9	NC Math 1A/IB	
		2.0-2.9	Introductory Mathematics	
		1.9 and below	Fundamental NC Math 1 & Introductory Math	
	AND/OR			
	EVAAS Predicted Score for NC Math 1 EOC	Level 3.5-5	NC Math 1 (semester)	Reminder: EVAAS predictions are a function of other data points, so they are best used to confirm a recommendation, not to change a recommendation.
		Level 2-3.5	NC Math 1A/IB	
		Level 1.9 and below	Fundamental NC Math 1 and/or Introductory Mathematics	
NC Math 1	NC Math 1 Course Grade	A or B	NC Math 2 (Honors)	For grades 10-12, any student making an A or B at any level should be placed in the next highest level.
		C or D	Math Plus* and NC Math 2 (Honors)	
	OR			
	NC Math 1 EOC (7 th Grade EOG) Score	3.5-5.0	NC Math 2 (Honors)	NC Math 1 EOC scores should be checked over the summer by the high school to identify students who would benefit from access to higher rigor.
		3.4 and below	Math Plus* and NC Math 2 (Honors)	

Students taking NC Math 2 in middle school should be placed in NC Math 3 (Honors). Students taking NC Math 3 should be placed in Precalculus.

*If the feeder high school does not offer Math Plus, the student may consider retaking NC Math 1 in order to build a stronger foundation before proceeding to Honors NC Math 2.

Additional Registration Information

- Students transferring in with credits from a traditional pathway are recommended for the following math course placements:

Math Credits Transferring In	Math Course Placement
Algebra I	NC Math 2
Algebra I, Geometry	Both NC Math 2 and NC Math 3 <i>Students going from Geometry to NC Math 3 will miss significant portions of algebra content.</i>
Algebra I, Algebra II	Both NC Math 2 and NC Math 3 <i>Students going from Algebra II to NC Math 3 will miss significant portions of geometry content.</i>

- **NC Math 1:** We recommend that true freshmen who fail Foundations of NC Math 1 (NC Math 1A) in the fall enroll in Introductory Mathematics in the spring.
- **Foundations of NC Math 2:** Students who passed NC Math 1A/IB in high school with a D or low C.
- **Foundations of NC Math 3:** Students who passed NC Math 1 and NC Math 2 with a D or low C.
- **Math Plus (Honors):** Math Plus deepens the study of NC Math 1 concepts in order for students to be successful in future Honors level math courses. Students who take this course will take a teacher-made final exam. Math Plus counts as an elective credit. Students who enroll in Math Plus in the fall should also be enrolled in Honors NC Math 2 in the spring. If the feeder high school does not offer Math Plus, the student may consider retaking NC Math 1 in order to build a stronger foundation before proceeding to Honors NC Math 2.
- The University System requires students to take a 4th math course beyond NC Math 3. See the first column of the [Math Options Chart](#) for a list of acceptable courses. Note that locally developed math elective courses do **not** count towards the UNC System minimum admission requirements.
- Keep in mind that students are permitted to repeat a high school credit course to build a stronger foundation for future learning. This option is particularly helpful for students who struggled while taking NC Math 2 or NC Math 3 in middle school. Students wishing to do this should make a written request to their principal or principal's designee. When a student is repeating a course for credit, the following apply:
 - Students will receive a numerical grade and both grades will appear on the high school transcript.
 - For students who initially fail a course and repeat the full course and earn a passing grade:
 - Prior to 2015-16, both grades will count towards GPA calculation.
 - Beginning in 2015-16, the new course grade will replace the failing grade in GPA calculation.
 - For students who passed the course with minimal proficiency and are retaking it to build a stronger foundation:
 - Students will receive a numerical grade and both grades will appear on the high school transcript.
 - Both grades will count towards GPA calculation.
 - Students will not receive credit towards graduation for the second attempt with the course.
- Only grades earned in high school are included in a student's high school GPA.
- Students will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.
- A student cannot receive math credit for both *NC Math 1* and *NC Math 1B*. One must count as an elective.
- A student cannot receive math credit for both *NC Math 2* and *Algebra II* or *Geometry*. One must count as an elective.

Math Course Sequences

The gray-shaded box indicates the last course the student must complete to satisfy graduation requirements. Courses in **BOLD** indicate a math credit. Courses not in bold indicate elective credit.

Typical Sequences for Academic Students under the Future Ready Core							
	Year 1		Year 2		Year 3		Year 4
A	Foundations of NC Math 1 (NC Math 1A) (20902X0)	NC Math 1B (21092X0B)	Foundations of NC Math 2 (20912X0)	NC Math 2 (22092X0)	Foundations of NC Math 3 (20922X0)	NC Math 3 (23092X0)	Advanced Functions & Modeling (24002X0)
B	NC Math 1 (21092X0)		NC Math 2 (22092X0)		NC Math 3 (23092X0)		Advanced Functions & Modeling (24002X0) or Discrete Mathematics (24012X0)
Typical Sequences for Honors Students under the Future Ready Core							
	Year 1		Year 2		Year 3		Year 4
C	NC Math 1 (21092X0)		NC Math 2 (Honors) (22095X0)		NC Math 3 (Honors) (23095X0)		Precalculus (Honors) (24035X0)
D	Math Plus (Honors) (28005X0L)	NC Math 2 (Honors) (22095X0)	NC Math 3 (Honors) (23095X0)		Advanced Functions & Modeling (24002X0)		AP Statistics (2A037X0) or Intro to College Math Honors (28005X0H)
E	Math Plus (Honors) (28005X0L)	NC Math 2 (Honors) (22095X0)	NC Math 3 (Honors) (23095X0)		Precalculus (Honors) (24035X0)		AP Calculus AB/BC and/or AP Statistics*
F	NC Math 2 (Honors) (22095X0)		NC Math 3 (Honors) (23095X0)		Precalculus (Honors) (24035X0)		AP Calculus AB/BC and/or AP Statistics*
G	NC Math 3 (Honors) (23095X0)		Precalculus (Honors) (24035X0)		AP Calculus AB (25017X0)	AP Calculus BC (25027X0)	AP Statistics*

*AP Statistics may also be taken in the same year as Precalculus.

Typical Sequences for Students Using the Math Substitution Option							
	Year 1		Year 2		Year 3		Year 4
H	Fundamental NC Math 1** (28002X0B)	Introductory Mathematics (20202X0)	Foundations of NC Math 1 (NC Math 1A) (20902X0)	NC Math 1B (21092X0B)	Foundations of NC Math 2 (20912X0)	NC Math 2 (22092X0)	Foundations of NC Math 3* (20922X0)
I	Introductory Mathematics** (20202X0)		Foundations of NC Math 1 (NC Math 1A) (20902X0)	NC Math 1B (21092X0B)	Foundations of NC Math 2 (20912X0)	NC Math 2 (22092X0)	Foundations of NC Math 3* (20922X0)
J	Foundations of NC Math 1** (NC Math 1A) (20902X0)	NC Math 1B (21092X0B)	Foundations of NC Math 2 (20912X0)	NC Math 2 (22092X0)	Foundations of NC Math 3* (20922X0)		NC Math 3* (23092X0)

*Students are encouraged to continue taking math courses through their senior year, but these courses are not required for graduation.

** Math courses are recommended as substitute courses for NC Math 3 and a 4th math course beyond NC Math 3; however, certain CTE (or pairs of CTE) courses may also be used to substitute for the two additional math credits. See your counselor for additional information.

High School Math Base Course Codes 2019-2020

Course	Code	Scheduling Comments
Fundamental NC Math I (Elective)	28002X0B	This course replaces Foundations of Math 1 (Foundations of Algebra); it is intended for Level I students; it should be paired with Intro Math (20202X0) in the spring (on block).
Introductory Mathematics (Elective)	20202X0	This course is intended for Level II students.
Foundations of Math 1 (Math 1A) (Elective)	20902X0	This course should be paired with Math 1B (21032X0B).
Math 1B	21092X0B	This course should be paired with Foundations of Math 1 (Math 1A) (20502X0)
Math Plus (Honors) (Elective)	28005X0L	This course replaces Special Topics in Mathematics. This course is intended for students who took Math 1 in 8 th grade who are not ready for Honors Math 2. It should be paired with Honors Math 2 (22015X0).
Math 1	21092X0	
Foundations of Math 2 (Elective)	20912X0	
Math 2	22092X0	
Math 2 (HONORS)	22095X0	
Foundations of Math 3 (Elective)	20922X0	
Math 3	23092X0	
Math 3 (HONORS)	23095X0	
Advanced Functions and Modeling	24002X0	
Precalculus (Honors)	24035X0	
Introduction to College Mathematics (Honors)	28005X0H	Elective credit only
Advanced Placement Calculus: AB	2A007X0	
Advanced Placement Calculus: BC	2A017X0	
Advanced Placement Statistics	2A037X0	

SCIENCE

Graduation Requirements

- Students are required to earn three credits mandated high school Science courses— **Earth/Environmental, Biology and a Physical Science (Physics, Chemistry or Physical Science).**
- Students take an End-of-Course assessment at the conclusion of the Biology course.
- Students take an NC Final Exam in Earth/Environmental Science, Chemistry, Physics and Physical Science.

Standards for High School Science

- The NC Essential Standards will be taught in all core science courses in conjunction with the Common Core Literacy and Writing Standards for Science/Technical Subjects.
- Science elective courses may use a combination of the Common Core Literacy and Writing standards for Science/Technical Subjects and other standards that may be specific to the desired outcomes of the course.

Potential Science Sequences

1 st Year	2 nd Year	3 rd Year	4 th Year
Honors Biology	Honors Chemistry or Honors Physics	AP Environmental Science	AP Science (AP Chemistry, AP Biology or AP Physics) or Science Elective based on choice/interest
Honors Earth/Environmental Science	Honors Biology	Honors Chemistry or Honors Physics	AP Science or Science Elective based on choice/interest
Academic Earth/Environmental Science	Honors or Academic Biology	Honors/Academic Chemistry or Honors Physics	AP Science or Science Elective based on choice/interest
Academic Earth/Environmental Science	Academic Biology	Physical Science	Science Elective based on choice/interest

Making Student Recommendations for Highest Appropriate Rigor - Rising 9th Graders

The High School Science Program is committed to providing the highest level of rigor for each student.

Schools will place students in appropriate course levels, based on any one or more data points below.

Data Indicators for 9 th -grade Student Recommendations for Science All data points are in Quickr.			
Data Source	Threshold	Recommendation	Moving Ahead...
7 th and 8 th Grade ELA and Math Course Grades	A or B in any level	Honors Earth/Environmental Science or Honors Biology (based on student choice/interest)	For grades 10-12, any student making an A or B at any level consider strongly placing them in the next highest level.
OR			
7 th -Grade Language Arts and Math EOG	4.0-5.0	Honors Earth/Environmental or Honors Biology (based on student choice/interest)	For Grade 11, the Biology would identify students who would benefit from access to higher rigor.
	3.0-3.9	Honors or Academic Environmental Science	
	2.0 and below	Academic Earth/ Environmental Science	
AND/OR			
EVAAS Predicted Score for Biology EOC	Levels 3.5-5	Honors Earth/Environmental Science or Honors Biology (based on student choice/interest)	Reminder: EVAAS Predictions are functions of other data points, so this data should be used to confirm your recommendation, not to change a recommendation.
	Levels 3.0-3.5	Honors Earth/Environmental Science	
	Level 2.9 and below	Academic Earth/Environmental Science	

SOCIAL STUDIES

What are the graduation requirements?

- Students are required to take and pass the four mandated high school social studies courses listed below. This is the recommended sequence:
 1. World History
 2. American History I
 3. American History II
 4. American History: The Founding Principles, Civics and Economics (commonly referred to as C & E)
- Each high school social studies course is intended to be a stand-alone course. There are no prerequisites for any of the high school courses for social studies.

What should determine student course placement? The High School Social Studies Program is committed to providing the highest level of rigor for each student. We encourage schools to make purposeful recommendations, placing students in the most rigorous course appropriate.

Course Placement Guidelines for Freshmen			
Data Source	Threshold	Recommendation	Additional Notes
8 th Grade Social Studies	Course grade $\geq 90\%$	Honors World History or AP World History if offered at the high school	AP World History, AP Human Geography, and AP Psychology are possible options for freshmen; these courses could be considered gateway AP courses or entry-level courses. Students may substitute either AP US History or IB History of the Americas for American History I and American History II. <i>If they do this, they are required to take a fourth social studies course (elective).</i>
	Course grade $\geq 80\%$	Honors World History	
AND/OR			
7 th -Grade EOG	4.0-5.0	Honors or AP World History	
	3.0-3.9	Honors World History	
	2.0-2.9	Academic World History	
	1.9 and below	Academic World History	
Course Placement Guidelines for Sophomores, Juniors, and Seniors			
Data Source	Threshold	Recommendation	Additional Notes
High School Social Studies Course Grade	Final course grade $\geq 80\%$ in honors level.	AP Course	Check patterns from historical data to determine best placement.
	Final course grade $\geq 80\%$ in standard level.	Honors level for next course in the sequence	
AND/OR			
8 th Grade Reading EOG English II EOC	4.0-5.0	Honors or AP	
	3.0-3.9	Honors or Academic	
	2.0-2.9	Academic	
	1.9 and below	Academic	
AND/OR			
AP Potential	$>60\%$	Corresponding AP Course	Students' willingness to challenge themselves in a more rigorous course than indicated by data is also a relevant factor to consider.
	40%-59%	Corresponding AP or Honors Course	

HEALTHFUL LIVING

Graduation Requirements

Students must pass Healthful Living I (or pass JROTC/Healthful Living I & II) to graduate. All students must successfully complete CPR instruction in order to graduate. Instruction is offered through the 8th grade Healthful Living course. Students who do not successfully complete CPR instruction in a North Carolina school in 8th grade need to be given the opportunity to complete this 1 hour lesson during high school. Data managers need to run PowerSchool CPR completion reports regularly to inform Healthful Living departments of students who have not completed CPR instruction. The Wake County Public School System (WCPSS) does not issue or accept “opt-out” waivers for the Healthful Living I graduation requirement (e.g., student is a competitive athlete or student was issued a waiver from previous school district, etc.).

Reminder – Middle School & High School

The instruction we must provide per the legislation includes:

- Sexually transmitted diseases,
- All federal Food and Drug Administration (FDA)-approved methods of contraception,
- Local resources for testing and medical care for sexually transmitted diseases,
- Awareness of sexual assault, sexual abuse, and risk reduction,
- Resources and reporting procedures if they experience sexual assault or sexual abuse
- Common misconceptions and stereotypes about sexual assault and sexual abuse
- Focus on healthy relationships.
- Human Trafficking Education

IMPORTANT

Teachers of 7, 8 and 9th grade Healthful Living are required to complete and pass an on-line RHS training session **prior** to teaching the unit.

Teachers that will need the training for 2017-2018 include HL teachers:

- New to teaching 7, 8 or 9th grade Healthful Living
- New to WCPSS

Suggested Elective Courses for Freshman

After completing Healthful Living I freshman are encouraged to take Level I Physical Activity-Based Elective Courses or Level I Health and Science-Based Elective Courses.

Additional Registration Information

Healthful Living I meets the one unit high school graduation requirement. This is the basic course that should be completed prior to other healthful living electives.

State Board of Education Healthy Active Children Policy (HSP-S-000)

<http://www.nchealthyschools.org/components/healthyactivechildrenpolicy>

This policy requires a minimum of 30 minutes of physical activity each school day for children in grades K-8. The requirement can be met through physical education class, recess, intramurals, classroom activities, and/or other venues. Physical Education should not be reduced to meet the mandates of physical activity in the Healthy Active Children Policy.

PERFORMING ARTS

Band – Contact Tim Kohring with questions. tkohring@wcpss.net	
Beginning Band	Previous experience required or Placement Review. Open to 9 th graders. (Semester Long)
Intermediate Band	Beginning Band required. 9-12 th graders. (Semester OR Year Long)
Proficient Honors Band	Placement Review only. Open to 10-12 th graders. (Year Long)
Advanced Honors Band	Placement Review only. Open to 10-12 th graders. (Year Long)
AP Music Theory	Previous RHS Music Class required. Open to 10 th -12 th graders. (Offered Spring only)

Chorus – Contact Kaitlyn Davis with questions. kdavis14@wcpss.net	
Vocal Music Beginning	No prerequisite. Open to 9-12 th graders. (Year Long)
Vocal Chorus Intermediate	Previous High School Experience or Placement Review required. Open to 9-12 th graders. (Year Long)
Vocal Music Proficient Honors	Placement Review only. Must have had one semester of chorus at RHS in order to Placement Review. Open to 9-12 th graders. (Year Long)
Vocal Music Advanced Honors	Placement Review only. Must have had one semester of chorus at RHS in order to Placement Review. Open to 9-12 th graders. (Year Long)

Dance – Contact Kourtney Owens with questions. kowens@wcpss.net	
Dance Beginning	No prerequisite. Open to 9-12 th graders. (Semester Long)
Dance Intermediate	Placement Review only. Open to 9-12 th graders. (Semester Long)
Dance Proficient Honors	Placement Review only. Open to 10-12 th graders. (Semester Long)
Dance Advanced Honors	Placement Review only. Open to 10-12 th graders. (Year Long)
Independent Study Honors for Dance	Application Only. (Semester Long)

Orchestra/Guitar – Contact Joshua Heaney with questions. jheaney@wcpss.net	
Orchestra Beginning	No prerequisite. Open to 9-12 th graders. (Year Long)
Orchestra Intermediate	Previous experience or Placement Review required. Open to 9-12 th graders. (Year Long)
Orchestra Proficient Honors	Placement Review required. Open to 9-12 th graders. (Year Long)
Orchestra Advanced Honors	Placement Review required. Open to 9-12 th graders. (Year Long)
Beginning Guitar	No prerequisite. Open to 9-12 th graders. (Semester Long)

Theatre Arts – Contact Shelby Winter with questions. swinter@wcpss.net	
Theatre Arts Beginning	No prerequisite. Open to 9–12 th graders.
Theatre Arts Intermediate	Recommended A or B in Beginning Theatre Arts. Open to 9-12 th graders.
Theatre Arts Proficient Honors	Recommendation Only. Open to 10-12 th graders.
Theatre Arts Advanced Honors	Recommendation Only. Open to 10-12 th graders.
Technical Theatre Beginning	Application Only. Open to 10-12 th graders.
Technical Theatre Intermediate	Recommendation Only. Open to 10-12 th graders.

VISUAL ARTS

Visual Arts – Contact Leo Barthelemess with questions. lbarthelemess@wcpss.net	
Visual Arts Beginning	No prerequisite. Open to 9–12 th graders.
Visual Arts Intermediate	<i>Rec. Pre-Req: Visual Art Beginning</i>
Visual Arts Proficient Honors	<i>Rec. Pre-Req: Visual Art Intermediate</i>
Visual Arts Advanced Honors	<i>Rec. Pre-Req: Visual Art Proficient</i>
AP Studio Art Drawing & Ind. Study Honors ❖**	<i>Rec. Pre-Req: 2 credits Visual Arts on the high school level</i>
AP Studio Art 2D Design & Ind. Study Honors ❖**	<i>Rec. Pre-Req: 2 credits Visual Arts on the high school level</i>
Sculpture/Ceramics Intermediate	<i>Rec. Pre-Req: Visual Art Beginning</i>
Sculpture/Ceramics Proficient Honors	<i>Rec. Pre-Req: Visual Art Beginning, Sculpture/Ceramics</i>
Sculpture/Ceramics Advanced Honors	<i>Rec. Pre-Req: Sculpture/Ceramics Proficient</i>
AP Studio Art 3D Design & Ind. Study Honors ❖**	<i>Rec. Pre-Req: 2 credits Visual Arts on the high school level</i>
❖ Courses have a required pairing and must be taken together (year-long).	
**To remain registered for an AP class, you must have your AP agreement signed and returned by March 29, 2019 . The deadline to drop any AP course is July 12, 2019 . Students will not be able to replace AP courses with CTE internship or Dual Enrollment. Carefully consider registering for AP courses if they are considering these other options.	
AP courses have Required Summer Work .	

CAREER AND TECHNICAL EDUCATION

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 college and career ready, students need 21st century skills, technical knowledge, as well as the English and mathematics knowledge and skills necessary to succeed in entry-level postsecondary 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 identify courses that will develop the skills they need to become college, career and citizenship ready.

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

College and Career Planning Resources	Web Address
College Foundation of North Carolina	www.cfnc.org
Career One Stop	www.Careeronestop.org
Education Planner	www.educationplanner.org
College Career Life Planning	www.collegecareerlifeplanning.com
College Board	www.collegeboard.org
O*NET Online	www.onetonline.org/
ACT	www.act.org
Kiplinger's Best College Values	www.kiplinger.com/tools/colleges/
My Plan	www.Myplan.com
NC Works Online	https://www.ncworks.gov/vosnet/Default.aspx
NC Careers	http://nccareers.org/

In addition to student interest, previous performance in Career and Technical Education (CTE) courses and teacher recommendation should be considered in course selection. Students are encouraged to complete at least four credits in a pathway or cluster area while in high school. CTE courses are enhanced by an array of work-based learning opportunities. 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.

A Career and Technical Student Organization (CTSO) is an integral part of each program area's curriculum. Any student enrolled in a CTE 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

This portion of the Program Planning Guide is arranged by Career Cluster and then by Career Pathway. The courses listed may not be taught at every high school within the district and students are encouraged to request a listing of courses offered at their assigned school. The chart and course listings reflect a recommended order or sequence. Many courses are available for Honors credit and those identified with an asterisk (*) are considered completer courses for a pathway. Course descriptions include applicable work-based learning activities and the related CTSO. Students may also be eligible to complete an industry-recognized credential as part of their CTE pathway completion. Course descriptions note the aligned credentials. **Career Development Coordinators, counselors, and CTE teachers are valuable resources to consult when selecting courses.**

<u>CAREER AND TECHNICAL EDUCATION</u> CTE Advanced Studies ^{APP} (specify CTE area)	
<p><u>Agricultural Education</u></p> <ul style="list-style-type: none"> • Agriscience Applications • Animal Science I (<i>recommended Pre-Req: Agriscience Applications</i>) • Honors Animal Science II-Small Animal • Horticulture I (<i>recommended Pre-Req: Agriscience Applications</i>) • Honors Horticulture II (<i>Pre-Req: Horticulture I</i>) • Honors Horticulture II – Landscaping (<i>Pre-Req: Horticulture I</i>) • Sustainable Agriculture • Veterinary Assisting 	<p><u>Health Science Education</u></p> <ul style="list-style-type: none"> • Health Team Relations • Health Science I Honors (<i>Rec. Pre-Req: Biology, Health Team Relations</i>) • Health Science II Honors (<i>Pre-Req: Health Team Relations, Health Science I</i>) • Nursing Fundamentals Honors ^{APP} (<i>Pre-Req: Health Science I & II</i>) (Two Credits) • Pharmacy Technician Honors ^{APP} (<i>Pre-Req: Health Science I & II</i>)
<p><u>Business, Finance and Information Technology Education</u></p> <ul style="list-style-type: none"> • Personal Finance • Principles of Business and Finance • Honors Microsoft Word & PowerPoint • Honors Microsoft Excel • Multimedia and Webpage Design (<i>Pre-req: Microsoft Word & PowerPoint</i>) • Accounting I Honors • Accounting II Honors • Business Law Honors (<i>Pre-Req: Principles of Business and Finance</i>) • Career Management 	<p><u>Marketing and Entrepreneurship Education</u></p> <ul style="list-style-type: none"> • Marketing • Entrepreneurship I (<i>Pre-Req: Marketing, Personal Finance, or PoB</i>) • Sports & Entertainment Marketing I • Honors Sports & Enter. Marketing II (<i>Pre-Req: Sports & Ent. Marketing I</i>) • Hospitality and Tourism Honors (<i>Pre-Req: Marketing or Sports & Entertainment Marketing I</i>)
<p><u>Family and Consumer Science Education</u></p> <ul style="list-style-type: none"> • Apparel & Textile Production I • Honors Apparel & Textile Production II (<i>Pre-Req:Apparel I</i>) • Fashion Merchandising • Foods I • Foods II Honors: Enterprise (<i>Pre-Req: Foods I</i>) • Interior Design I • Parenting and Child Development • Early Childhood Education I ^{APP} (<i>Pre-Req: Parenting</i>) (Two Credits) • Early Childhood Education II ^{APP} (<i>Pre-Req: Parenting</i>) (Two Credits) 	<p><u>Trade and Industrial/Technology. Engineering & Design</u></p> <ul style="list-style-type: none"> • Digital Design and Animation • Honors Game Art Design (<i>Pre-Req: Digital Design and Animation</i>) • Advanced Game Art Design (<i>Pre-Req: Game Art Design</i>) • Python (Computer) Programming I • Technology Engineering and Design • Technological Design (<i>Pre-Req: Technology Engineering & Design</i>) • Core & Sustainable Construction • Electrical Trades I (<i>Pre-Req: Core & Sustainable Construction</i>) • Electrical Trades II (<i>Pre-Req: Electrical Trades I</i>)

WORLD LANGUAGES

Graduation AND University Admission Requirements

- The Future-Ready Core graduation requirements do not include world language study.
- For admission to the UNC system students must have a minimum of **two credits** in the same world language.

Proficiency Placement

- Proficiency placement is an option for students who wish to be placed in the proper proficiency level. Students take an exam to demonstrate their level of proficiency in order to begin their language study, at your school, at the appropriate level. Students who are placed in higher level courses do not receive credit for the courses that are skipped - they are still required to earn two credits of the same World Language for admission to the UNC system.
- The suggested method for proficiency placement requires that your specific World Language teacher administer his or her final exam for the level the student intends to skip. In addition, the World Language teacher may opt to conduct an Oral Proficiency Interview and/or impromptu (on-demand) writing or speaking prompt.

Course Offerings Spanish for Native Spanish Speakers

- Spanish Heritage I (or Spanish for Native Speakers) (**11492X0**) and Spanish Heritage II Honors (or Spanish for Native Speakers II Honors) (**11505X0**). SH I & II count towards the College/University Course of Study requirements. After SH II students could take Spanish IV or AP Spanish Language.

Suggested Elective Courses for Freshmen

- Middle school students earn high school credit for world language courses by passing the most advanced course (Spanish/French Levels 1B or Spanish I MS for HS Credit).
- These students **MUST** be scheduled into Level II in the fall term of 9th grade.
- Middle school students who have a strong command of the Language Arts and/or math curricula are encouraged to begin world language study in ninth grade.

Additional Registration Information

- For the majority of students (without middle school credit), **world language study should begin in grade 10**. This allows completion of at least three units with maximum flexibility in the schedule, and supports studies through AP with minimum likelihood of gaps between courses.
- Students should be scheduled into **Level I and Level II courses in consecutive terms fall—spring and spring—fall**.
- **For optimal scheduling and the availability for re-start, offer Levels I and II each semester**. Every effort should be made to assure that no more than one term elapses between any two advanced level courses. World language classes may not be repeated for FRC World Language credit.

ENGLISH AS A SECOND LANGUAGE

Step-Up Transition Meeting: Collaborative meeting where elementary, middle and high school ESL teachers exchange student information in an effort to improve the transition for English learners.

- May 2, 2019
- Wake Tech Southern Campus ☐ MS Teachers – All Day ☐ ES Teachers – A.M.
- HS Teachers – P.M.

Sheltered Courses:

- Designed to provide full access to grade-appropriate core curriculum while using appropriate language assistance strategies so that English learners can participate meaningfully as they acquire English.
- Course work may not be watered-down; it must meet grade-level standards.
- Administration must be intentional in the selection of teachers, considering their skills set as well as mindset regarding sheltered instruction.

Key Scheduling Information:

- Collaboration with the ESL teacher is always encouraged when making scheduling/placement decisions for the English learners in your building.
- Use of the WCPSS Language Assistance Program document provides consistency in scheduling English learners.
- Gradpoint placement should be appropriate for English learners' proficiency levels – not appropriate for students with lower proficiency levels.
- Use the sheltered course code identifier **(X09)** for **ALL** sheltered and cotaught courses.
- Central Services ESL staff is willing to meet with school-based staff to assist with scheduling best practices for English learners.

New Guidelines for English Learners from ESSA:

- English learners will take EOGs/EOCs regardless of how long in US schools.
- English learners will count in the LEP subgroup up to four years after exiting LEP status.
- English learners who exit LEP status after the 9th grade will be included in the subgroup for the disaggregated Cohort Graduation Rate reports.

SPECIAL PROGRAMS

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.