GREEN LEVEL HIGH

Program Planning Guide

Within this guide you will find a description of different courses we anticipate offering at Green Level High School during the 2019-20 school year. In addition to this guide, we also encourage students and parents to review the full WCPSS High School Program Planning Guide, as it contains detailed information about important topics such as graduation/promotion requirements, grading policies & practices, NCAA eligibility, etc.

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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

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

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

VISUAL ARTS - INTERMEDIATE **54162X0A** **1 CREDIT**

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

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

VISUAL ARTS - PROFICIENT (HONORS) **54175X0A** **1 CREDIT**

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

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

VISUAL ARTS - ADVANCED (HONORS) **54185X0A** **1 CREDIT**

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.

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

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

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

Dance

MODERN DANCE - BEGINNING **51152X0A** **1 CREDIT**

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** **1 CREDIT**

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 whole 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**

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** **1 CREDIT**

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** **1 CREDIT**

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

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

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

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

Choral Music

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

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

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

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

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

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

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

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

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

VOCAL MUSIC – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS) **52335X0A** **1 CREDIT**

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

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study.
Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in- depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

ADVANCED PLACEMENT MUSIC THEORY **5A017X0** **1 CREDIT**

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

Instrumental Music

INSTRUMENTAL MUSIC: BAND – BEGINNING **52552X0A** **1 CREDIT**

Recommended prerequisite(s): Middle School band or audition

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

INSTRUMENTAL MUSIC: BAND – INTERMEDIATE **52562X0A** **1 CREDIT**
Recommended prerequisite(s): Band – Beginning or audition

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

INSTRUMENTAL MUSIC: BAND – PROFICIENT (HONORS) **52575X0A** **1 CREDIT**
Recommended prerequisite(s): Band – Intermediate or audition

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

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

INSTRUMENTAL MUSIC: BAND – ADVANCED (HONORS) **52585X0A** **1 CREDIT**
Recommended prerequisite(s): Band – Proficient (Honors) or audition

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

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

Career and Technical Education (CTE) Courses

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.

The Wake County Public School System offers a comprehensive Career and Technical Education program for students in middle and high schools. Courses at Green Level High School will be offered in Agricultural Education; Business, Finance, and Information Technology Education; Family and Consumer Sciences Education; Health Science; Technology Engineering and Design Education; and Trade and Industrial Education.

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 System 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. Below is an alphabetical listing of CTE courses that Green Level High School plans to offer during the 2019-20 school year.

ADOBE VIDEO DESIGN **II332X0** **1 CREDIT**
ADOBE VIDEO DESIGN (HONORS) **II335X0** **1 CREDIT**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. In addition to the standard course requirements for Adobe Video Design, the 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.

ADOBE VISUAL DESIGN **II312X0** **1 CREDIT**
ADOBE VISUAL DESIGN (HONORS) **II315X0** **1 CREDIT**

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced. In addition to the standard course requirements for Adobe Visual Design, the 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.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES **0A027X0** **1 CREDIT**

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. It's a recommended that a student in the AP Computer Science Principles course should have successfully completed a first year high school algebra

course with a strong foundation on basic linear functions and composition of functions, and problem solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represents points in a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.

AGRISCIENCE APPLICATIONS **AU102X0** **1 CREDIT**

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.

BIOMEDICAL TECHNOLOGY I **HB112X0** **1 CREDIT**

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.

BIOTECHNOLOGY & AGRISCIENCE RESEARCH I **AU712X0** **1 CREDIT**

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. 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. Agriscience Applications is recommended as preparation for this course. This course pairs well with Biology and/or Chemistry.

FOOD AND NUTRITION I **FN412X0** **1 CREDIT**
Recommended prerequisite: FC11 Principles of Family and Human Services recommended

This course examines the nutritional needs of the individual. Emphasis is placed on the fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

FOOD SCIENCE AND TECHNOLOGY (HONORS)* **FN435X0** **1 CREDIT**
Prerequisites: FN41 Food and Nutrition I or FH21 Culinary Arts and Hospitality I AND Environmental Science or Physical Science or Biology or Chemistry

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts, science, social studies, and mathematics are reinforced.

HEALTH SCIENCE I **HU402X0** **1 CREDIT**
HEALTH SCIENCE I (HONORS) **HU405X0** **1 CREDIT**
Recommended prerequisite: Biology is recommended as 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. In addition to the standard course requirements of Health Science I, the 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 extended to take and pass the appropriate industry certification exam associated with the course, if available.

HORTICULTURE I **AP412X0** **1 CREDIT**
HORTICULTURE I (HONORS) **AP415X0** **1 CREDIT**

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. In addition to the standard course requirements, the 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. This course pairs well with Biology.

MICROSOFT EXCEL **BM202X0** **1 CREDIT**
MICROSOFT EXCEL (HONORS) **BM205X0** **1 CREDIT**

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

In addition to the standard course requirements for Microsoft Excel, the 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 the Microsoft Office Specialist (MOS) certification exams for Microsoft Excel: Excel Core and Excel Expert.

MICROSOFT WORD & POWERPOINT **BM102X0** **1 CREDIT**
MICROSOFT WORD & POWERPOINT (HONORS) **BM105X0** **1 CREDIT**

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, and share complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

In addition to the standard course requirements for Microsoft Word & PowerPoint, the 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 the Microsoft Office Specialist (MOS) certification exams for Microsoft Word and Microsoft PowerPoint.

MULTIMEDIA AND WEBPAGE DESIGN* **BD102X0** **1 CREDIT**

Prerequisite: BM10 Microsoft Word and PowerPoint

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced.

PERSONAL FINANCE **BF052X0** **1 CREDIT**

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.

PROJECT MANAGEMENT I **CS112X0** **1 CREDIT**

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

PYTHON PROGRAMMING I **BP142X0** **1 CREDIT**

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

TECHNOLOGICAL DESIGN* **TE122X0** **1 CREDIT**
TECHNOLOGICAL DESIGN* (HONORS) **TE125X0** **1 CREDIT**

Prerequisite: TE11 Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English, Language Arts, Mathematics and science are required.

In addition to the standard course requirements for Technological Design, the 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**

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.

English as a Second Language (ESL) Courses

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.

English as a Second Language (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.

English as a Second Language (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.

English as a Second Language (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.

English as a Second Language (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 ESLI, 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.

English/Language Arts Courses

Choices for Required English Courses

ENGLISH I (HONORS) ** 10215X0 1 CREDIT

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

ENGLISH II (HONORS) 10225X0 1 CREDIT**

Prerequisite: English I

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

English Elective Courses

LEADERSHIP IN MEDIA I (HONORS) 10255X0C 1 CREDIT

Recommended prerequisite(s): Newspaper I/II (H); or Yearbook I/II (H); or Creative Writing I/II (H)

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

LEADERSHIP IN MEDIA II (HONORS) 10255X0M 1 CREDIT

Recommended prerequisite(s): Leadership in Media I (Honors)

In addition to the leadership skills required in Leadership in Media I, students in this honors course act in a supervisory role for not only their peers but also for emerging leaders within their staffs, conducting meetings, fostering creativity and productivity, and establishing a collaborative and communicative environment. Students will also be required to study a book independently on leadership. This course is designed for students who are committing to a second year of leadership for school-wide publications, such as the school newspaper, yearbook, or literary magazine.

SPEECH I (HONORS) 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.

SPEECH II (HONORS) **10155X0** **1 CREDIT**

Recommended prerequisite(s): Speech I Honors

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

Healthful Living Courses

The Healthful Living I course is required for high school graduation. Students are encouraged to enrich their skills in leadership, health and nutrition education through enrollment in Healthful Living elective options.

Required Course

HEALTHFUL LIVING I (HONORS) **60495X0** **1 CREDIT**

This course is designed to challenge highly motivated individuals to understand and apply concepts of neuroscience as they apply to personal health and physical education. Students will use various technology tools to collect data and analyze their understanding of the impact that health choices have on the function of their brain and body. This course is project-based, and students will be expected to possess superior leadership, collaborative and communicative skills. In addition, students will need to possess the ability to research and present factual products which demonstrate an understanding of healthy behaviors and their relation to basic neuroscience. Students will use this understanding to develop and analyze both their fitness growth and growth in motor skills & movement concepts. A goal of the course is to develop a deeper understanding of the correlation between exercise, nutrition, sleep and other health behaviors that significantly affects the overall health and brain function of each student.

The completion of Honors Healthful Living I is meets the North Carolina high school graduation requirement for Healthful Living. 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 Honors Healthful Living I, students are encouraged to pursue other Healthful Living electives.

Physical Activity-Based Elective Courses

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

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 parts 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.

Leadership-Based Elective Courses

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS I) **60292X0T** **1 CREDIT**
Recommended prerequisite(s): Healthful Living I

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 (PHYSICAL EDUCATION PUPIL INSTRUCTORS II) **60292X0U** **1 CREDIT**
Recommended prerequisite(s): PEPI I

The course is an extension of PEPI I. Students in this course will 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.

Math Courses

Choices for Required Math Courses

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

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at https://tinyurl.com/y97ee8ta.

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

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

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

Note: This course should be paired with Foundations of NC Math 1A (20902X0)
The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

NC MATH 1 **21092X0** **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 NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

NC MATH 2 **22092X0** **1 CREDIT**
Recommended prerequisite(s): NC Math 1

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of

quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.

NC MATH 2 (HONORS) **22095X0** **1 CREDIT**

Recommended prerequisite(s): NC Math 1

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.

NC MATH 3 (HONORS) **23095X0** **1 CREDIT**

Recommended prerequisite(s): Honors NC Math 2

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to prepare students for advanced math courses. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.

PRE-CALCULUS (HONORS) **24035X0** **1 CREDIT**

Recommended prerequisite(s): Honors NC Math 3

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

ADVANCED PLACEMENT CALCULUS: AB **2A007X0** **1 CREDIT**

Recommended prerequisite(s): Mastery of the Precalculus curriculum

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

ADVANCED PLACEMENT CALCULUS: BC **2A017X0** **1 CREDIT**

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. Below are some potential course sequences for science classes.

	9th Grade	10th Grade	11th Grade	12th Grade
Option 1	Honors Biology	Honors Chemistry **OR** Honors Chemistry & AP Chemistry yearlong pairing	AP Environmental Science	Science Elective(s)
Option 2	Honors Earth Science	Honors Biology	Honors Chemistry or Honors Physics	AP Science or Science Elective
Option 3	Earth/Environmental Science	Biology	Chemistry or Physical Science	Science elective

Required Science Courses

BIOLOGY **33202X0** **1 CREDIT**

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

BIOLOGY (HONORS) **33205X0** **1 CREDIT**

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.

CHEMISTRY (HONORS) **34205X0** **1 CREDIT**

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

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

EARTH SCIENCE/ENVIRONMENTAL SCIENCE (HONORS) **35015X0** **1 CREDIT**

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

Social Studies Courses

Previous performance in Social Studies courses and teacher recommendation should be considered in course selection. 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**; and American History: The Founding Principles, Civics and Economics.

Students who take AP United States History (along with another social studies elective) will fulfill their American History I & American History II course requirements.

Required Social Studies Courses

WORLD HISTORY **43032X0** **1 CREDIT**
WORLD HISTORY (HONORS) **43035X0** **1 CREDIT**

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

AMERICAN HISTORY I **43042X0** **1 CREDIT**
AMERICAN HISTORY I (HONORS) **43045X0** **1 CREDIT**

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.

Social Studies Electives

CONVERSATIONS IN DIVERSITY (HONORS) **48005X0E** **1 CREDIT**

This course offers the opportunity to explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

Advanced Placement Courses

ADVANCED PLACEMENT HUMAN GEOGRAPHY **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.

World Languages Courses

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

MODERN LANGUAGE LEVEL 1	**French I**	**11012X0**	**1 CREDIT**
	Spanish I	**11412X0**	**1 CREDIT**

The Level 1 Modern Languages course is the first in a multi-course sequence of communicative, proficiency-based courses. In Level 1, students learn the foundations of the language's vocabulary and structures in order to communicate in simple sentences on simple topics related to basic, necessary skills in the target language. Classes are conducted primarily in the target language with a strong focus on comprehensible input at a level appropriate for novice learners. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. As in all courses in the modern languages sequence, the goal is that students will be able to use what they have learned now and in the future. Students who successfully complete the course will demonstrate Novice Mid proficiency or above. Typical topics in level one courses include personal identity, family, and activities in the community.

MODERN LANGUAGE LEVEL 2	**French II**	**11022X0**	**1 CREDIT**
	Spanish II	**11422X0**	**1 CREDIT**

The Level 2 Modern Languages course is the second in a multi-course sequence of communicative, proficiency-based courses. In Level 2, students build on the linguistic foundations which they studied in Level 1. Students continue building on the foundation from Level 1, communicating in increasingly more complex situations and with greater depth. Classes are conducted primarily in the target language with a strong focus on comprehensible input at an appropriate level for novice learners, with added complexity compared to Level 1. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. Students who

successfully complete the course will demonstrate Novice High proficiency or above. Typical topics in level two courses include travel survival skills, entertainment, childhood, and daily life around the world.

MODERN LANGUAGE LEVEL 3	**French III (Honors)**	**11035X0**	**1 CREDIT**
	Spanish III (Honors)	**11435X0**	**1 CREDIT**

The Level 3 Modern Languages course is the third in a multi-course sequence of communicative, proficiency-based courses. The Level 3 course builds upon the many ideas, themes, and structures learned in Levels 1 and 2 in order for students to communicate in complex, higher-level sentences on a variety of topics, both familiar and new. Classes are conducted primarily in the target language with a strong focus on comprehensible input at an appropriate level for intermediate learners, with added complexity and elaboration compared to Levels 1 and 2. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. Students who successfully complete the course will demonstrate Intermediate Low proficiency or above. Topics in Level 3 will vary, but leverage increasing language skills to examine the world on a global scale with themes that lay the foundation for courses such as AP/IB.

SPANISH IV (HONORS) **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, and 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.