



Rolesville High School Program Planning Guide 2025-2026



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

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In compliance with federal law, Wake County Public School System administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

If you have questions or concerns, please visit the following site for further information: <https://www.wcpss.net/non-disc-policy>

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 that 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, English Language Arts, English as a Second Language, Healthful Living, JROTC, Mathematics, Media Services, 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 expected 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 help make sure that students are registered for the courses they need to meet graduation and college or university admissions requirements.

Wake County Public School System High Schools

Apex High School	Middle Creek High School
Apex Friendship High School	Millbrook High School
Athens Drive High School	North Wake College & Career Academy
Broughton High School	Panther Creek High School
Cary High School	Rolesville High School
Crossroads FLEX	Sanderson High School SCORE Academy
East Wake High School Enloe High School	Southeast Raleigh High School South
Felton Grove High School	Garner High School
Fuquay Varina High School	Vernon Malone College & Career Academy
Garner High School	Wake Early College of Health & Sciences
Green Hope High School	Wake Early College of Information & Biotechnologies
Green Level High School	Wake Forest High School
Heritage High School	Wake STEM Early College
Holly Springs High School	Wake Young Men's Leadership Academy
Knightdale High School	Wake Young Women's Leadership Academy
Leesville Road High School Longview School	Wakefield High School
Mary E. Phillips High School	Willow Spring High School

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

****This Guide Contains active links to additional information. For a Digital/Live Version please go to:**

<https://www.wcpss.net/domain/47>

General Information

Graduation Requirements

The high schools of the Wake County Public School System primarily utilize a 4 by 4 block schedule. Broughton, Enloe, Garner, Millbrook, and Southeast Raleigh high schools operate on a four-period A/B Day 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 Recommendations/Recommend
Apex	4x4 Block	22	Recommended 26 credits for High School completion
Apex Friendship	4x4 Block	22	Recommended 26 credits for High School completion
Athens Drive	4x4 Block	22	Recommended 26 credits for High School completion
Broughton	A/B Day	22	100 hours of community service (25 per year) Recommended 26 credits for High School completion
Cary	4x4 Block	22	Recommended 26 credits for High School completion
Crossroads FLEX	4x4 Block	22	Recommended 26 credits for High School completion
East Wake	4x4 Block	22	Recommended 26 credits for High School completion
Enloe	A/B Day	22	Recommended 26 credits for High School completion
Felton Grove	4x4 Block	22	Recommended 26 credits for High School completion
Fuquay Varina	4x4 Block	22	Recommended 26 credits for High School completion
Garner	A/B Day	22	Recommended 26 credits for High School completion
Green Hope	4x4 Block	22	Recommended 26 credits for High School completion
Green Level	4x4 Block	22	Recommended 26 credits for High School completion
Heritage	4x4 Block	22	Recommended 26 credits for High School completion
Holly Springs	4x4 Block	22	Recommended 26 credits for High School completion
Knightdale	4x4 Block	22	Recommended 26 credits for High School completion
Leesville Road	4x4 Block	22	Recommended 26 credits for High School completion
Longview	4x4 Block	22	
Middle Creek	4x4 Block	22	Recommended 26 credits for High School completion
Millbrook	A/B Day	22	Recommended 26 credits for High School completion
North Wake CCA	4x4 Block	22	
Panther Creek	4x4 Block	22	Recommended 26 credits for High School completion
Phillips	4x4 Block	22	
Rolesville	4x4 Block	22	Recommended 26 credits for High School completion
Sanderson	4x4 Block	22	Recommended 26 credits for High School completion
SCORE Academy	4x4 Block	22	
South Garner	4x4 Block	22	Recommended 26 credits for High School completion
Southeast Raleigh	Hybrid (4x4 and A/B)	22	Recommended 26 credits for High School completion
Vernon Malone CCA	4x4 Block	22	
Wake Early College of Health & Sci	4x4 Block	22	
Wake Early College of Info & Biotechnology	4x4 Block	22	
Wake Forest	4x4 Block	22	Recommended 26 credits for High School completion
Wake STEM Early College	4x4 Block	22	

Wake Young Men's Leadership	4x4 Block	22	
Wake Young Women's Leadership	4x4 Block	22	
Wakefield	4x4 Block	22	Recommended 26 credits for High School completion
Willow Spring	4x4 Block	22	Recommended 26 credits for High School completion

Students following the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to earn a full diploma. Students on the OCS Pathway are required to complete 600 vocational training hours. The Occupational Course of Study is available at all WCPSS high schools except North Wake College & Career Academy, Phillips, Vernon Malone College & Career Academy, Wake Early College of Health & Sciences, Wake Early College of Information & Biotechnologies, Wake STEM Early College, Wake Young Men's Leadership Academy, and Wake Young Women's Leadership Academy.

Students must satisfy all course, credit, and testing requirements for at least one diploma type 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 6.

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 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.

Endorsements

Students have the opportunity to earn Endorsements to their High School Diploma ([GRAD-007](#)). Students must meet all requirements set forth in [State Board Policy GRAD-004: State Graduation Requirements](#) related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

[High School Diploma Endorsements | NC DPI](#)

For more information go to: www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements#NEWArtsProficiencyEndorsement6900

GRADUATION REQUIREMENTS

Requirements Chart

Content Area	Students entering 9 th Grade in 2022-able to graduate in 3 years (22 Credits)	Entered 9 th Grade 2020-2021	Occupational Course of Study (OCS) Entered 9 th Grade 2021-2022
	9 th Grade 2021-2021 or later Future Ready Core		
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4 th Math Course to be aligned with the students' 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>	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4 th Math Course to be aligned with the students' 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>	4 Credits Introduction to Mathematics, NC Math 1, Financial Management, Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits Applied Science, Biology, Employment Preparation I: Science (to include 150 work hours)

Social Studies	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, American History, World History	4 Credits A founding principles course which shall be either: American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy An American history course which shall be either: American History I OR American History II OR American History World History Economics and Personal Finance NOTE: It is strongly recommended that these students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-22. Economics and Personal Finance is strongly recommended to be offered later in the student's high school career.	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A (to include 75 work hours) Employment Preparation II: Citizenship IB (to include 75 work hours)
Health & Physical Education	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.
Two Elective Combination	2 elective credits of any combination from either: Career & Technical Education (CTE) Arts Education World Languages	2 elective credits of any combination from either: Career & Technical Education (CTE) Arts Education World Languages	2 Additional Employment Preparation Education credits Employment Preparation III: Citizenship II A (to include 75 work hours) Employment Preparation III: Citizenship II B (to include 75 work hours) The work hours included in Employment Preparation I, II, III, IV shall be as follows:
			-150 hours of school-based training work with activities and experiences that align with student's post school goals, and -225 hours of community-based training, and -225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours. -Total work hours: 600
Four Electives	4 Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	Four Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	4 Career/Technical Education Elective Credits A career portfolio Completion of the student's IEP objectives

Reference: [NC State Board of Education Policy GRAD-004, State Graduation Requirements](#)

Special Graduation Requirement Notes

NOTE 1: Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12.

- Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After-school activities or partial courses do not fulfill this graduation requirement.
- Students who transfer into a public-school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

NOTE 2: One credit of Computer Science instruction to the North Carolina Graduation Requirements starting for students entering ninth grade in the 2025–2026 school year.

- This will not increase the total number of credits but reduces the total required number of elective credits by one.
- The course(s) that meet the graduation requirement provided may be offered to middle school students and would fulfill the requirement.
- Only accepted courses on the DPI Accepted Computer Science Courses form can satisfy this requirement.

NOTE 3: CPR Requirement

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation by the 2014-2015 school year.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

NOTE4: Career Development Plan

- The State Board of Education established a minimum requirement for career development plans. WCPSS must provide access to all career development plans through a designated electronic application. Career development plans shall be created in a student's 8th grade year and 10th grade year.

Scheduling High School Courses for Middle School Students

As outlined in State Board of Education Policy CCRE-001, students in grades 6-8 have the opportunity to earn high school credit while in middle school. The Wake County Public School System has determined that the following courses will be available to middle school students.

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

Course Name	Course Code if Offered on NCVPS	Course Code if Offered at Middle School or WCPSS Online
English / Language Arts		
English I *	10212Y0V	10212Y0
Mathematics		
NC Math 1	21092Y0V	21092Y0
NC Math 2 *	22092X0V	22092Y0
NC Math 3 *	23092X0V	23092Y0
Precalculus *	24032Y0V	24032Y0
World Languages		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0

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.**

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.

High school courses taken at the middle school level will be placed on the high school transcript. Grades will show as the grade earned. High school courses taken in middle school will count as credits toward high school graduation but will not be counted as a part of the student's high school grade point average (GPA).

* Middle school students do not receive honors credit; however, it is recommended that the student take NC Math 2 and NC Math 3 and English I at the honors level so that they are prepared for the next learning.

High School Courses for Middle School Students: Frequently Asked Questions (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 in the student's grade point average (GPA)?**
No. Only courses taken during the high school years will be included on 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.
 - If the course is repeated at the high school level, the grade earned will factor into the GPA. Only courses taken at the high school level are included in a student's GPA.
 - Students will not receive credit towards graduation for the second attempt with the course.
- 4. Do exploratory world language classes (6th Grade, 9 week) count toward earning high school credit?**
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 to retake the EOC or use the previous passing 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.

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

5. **Which world language 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 world language course(s)?**
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 math 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 math course(s)?**
Students taking NC Math 1 must take the NC Math 1 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End-of-Course (EOC) 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.
9. **Is there an English Language Arts placement exam?**
No. Students who successfully complete English Language Arts courses may be placed in the next level of English Language Arts based on middle school ELA placement guidelines.
10. **Are students required to take a standard exam for ELA course(s)?**
Students taking English I must take a final exam which counts as **20%** of their final grade.
11. **Will the High School Arts Graduation appear on Transcripts?**
Yes, they will appear on all transcripts starting with the 2025-2026 9th grade graduating class. More information can be found by contacting your school's counselor.

University of North Carolina System: Minimum Admission Requirements

The UNC Board of Governors recently adopted a time-limited policy provision that allows a student to meet minimum eligibility requirements for admissions consideration. A student who earns at least a 2.5 weighted high school grade point average OR a minimum test score on either the ACT (19) or the SAT (1010) is eligible for review by any of the 16 UNC System universities. A student must still take either the ACT or the

SAT to be considered for admission. All applicants must submit a valid score as part of their application to any individual institution. Please note that while these are the minimum requirements for consideration, they do not guarantee acceptance.

UNC System Minimum Admission Requirements
Four (4) Credits in language , including: <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature.
Four (4) credits in mathematics in any of the following combinations: <ul style="list-style-type: none">• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3 It is recommended that prospective students take a mathematics credit in the 12th 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 (2) 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 US History may be admitted on the condition that at least three (3) semester hours in the subject will be passed by the end of the sophomore year.
Two (2) credits in English, mathematics, science, social studies, world languages, or computer science . These courses should be selected in alignment with a student’s academic and career objectives. Completion of two sequential world language courses is recommended.

Reference: [UNC Minimum Admission Requirements](#)

Promotion Requirements

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

Apex, Apex Friendship, Athens Drive, Broughton, Cary, Crossroads FLEX, East Wake, Enloe, Felton Grove, Fuquay-Varina, Garner, Green Hope, Green Level, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, South Garner, Wake Forest, Wakefield and Willow Spring High Schools.

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 credit in social studies; one credit in science; and two additional credits	12
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

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

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

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

Reference: [WCPSS Board Policy 3420, Student Promotion & Accountability](#)

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 & 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.

Grades, Grade Point Average (GPA), Class Rank & Honors

Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#).

	Letter Grade	Standard Course	Honors Courses	AP Courses
4	4.5	5		
3	3.5	4		
2	2.5	3		
1	1.5	2		
	F	0	0	0

Students will receive one extra quality point for Community College courses approved by the [Comprehensive Articulation Agreement](#) (CAA). Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point.

Students in selected Project Lead the Way courses will earn one extra quality point. Extra weighting is indicated in the course description.

Reference: [NC State Board Policy GRAD-009](#) (section 3)

Grading Scale

The following grading scale applies to all high school courses.

A = 90-100	B = 80-89	C = 70-79	D = 60-69
F = less than 60	I = Incomplete	WP = Withdraw, no penalty	WF = Withdraw, with penalty

There are times when schools must enter historical grades representing courses not taught in NC public schools. These courses may be from sources such as community colleges, colleges/universities, home schools, and private schools. If these courses are recorded with a numeric grade, school districts will use that grade to enter into PowerSchool. However, some of these courses are only documented with letter grades. In those scenarios, the school will use the following conversion chart provided by the North Carolina Department of Public Instruction:

Letter Grade	Numeric Grade Conversion
A, A+, A-	95
B, B+, B-	85
C, C+, C-	75
D, D+, D-	65
F	55

Grading Period, Interims, and Report Cards

Report cards are issued to students every nine weeks. Per [WCPSS School Board Policy 3400](#), interim reports will be issued to all students at the midpoint of each quarter.

Final Exams & NC Assessment Requirements

As outlined in WCPSS Board Policy 3410, the Wake County Board of Education believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing and assessment program also assists in the continued refinement of the instructional program.

High school students must take all end-of-course (EOC) tests, Career & Technical Education state assessments (CTE Post-Assessments), and other tests as required by the State Board of Education. The results of EOC and CTE post-assessment exams will count as 20 percent of a student's final grade in each high school course for which there is an EOC test or CTE Post-Assessment. This requirement does not apply to EOC tests for students following the Occupational Course of Study. In courses without a state assessment, the final exam will also count as 20 percent of the student's final grade.

In 2024-2025, EOC tests will be administered in the following courses: NC Math 1, NC Math 3, Biology, English II. (Important Note: Students without a valid Biology EOC score or code will be expected to participate in the State EOC administration when enrolling in AP or IB Biology.)

For the 2024-2025 school year, Students in Grade 12 may be exempt from exams based on the following criteria:

- Students must have a projected final grade of B or higher.
- Students must have 10 or fewer absences in the course.
- Students cannot be exempt from state testing including field testing.

The principal (consistent with GS 115C-288) has final authority to determine a student's exemption status.

Grade Point Average (GPA)

A student's grade point average (GPA) is calculated by adding all quality points earned while in high school (grades 9-12) and dividing by the number of courses taken. The weighted GPA includes any additional quality points earned by taking Honors/AP/IB courses, while the unweighted GPA does not include any additional quality points. Courses that are assigned Ps and credits earned via Credit by Demonstrated Mastery (CDM) do not count towards the overall GPA. Students who have questions about how their GPA is calculated should meet with their counselor.

Class Rank

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

To determine class rank, each high school uses final course grades, dividing the total number of quality points divided by the total number of credits attempted. The results are rounded to the fourth decimal place. Advanced Placement and International Baccalaureate courses, Community College courses included on the most recent Comprehensive Articulation Agreement Transfer List, and courses taught at four-year universities and colleges carry one (1.0) extra quality point. Honors courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors.

A Senior Honors rank is calculated and awarded in accordance with Policy 3450, Class Rankings. For students graduating at the end of eight semesters, all high schools will determine senior honors using the GPA at the end of the 1st semester of the graduating year (semester 7). If any student believes that their last semester courses will impact their honors status, they can request that the school review their transcript and final grades. If final semester grades are likely to result in a new / different recognition, the school will honor that recognition. Please note that updates to honors status will only be able to be changed in the graduation program up until a certain date as those are printed well before graduation. No student who earns graduation honors will have their status altered if their final GPA falls in the last semester of study. For students graduating midyear, the school will use this same system for determining graduation honors using the weighted GPA from the last completed semester of study. The principal shall have final approval of honors designations.

Latin Honors

WCPSS will designate the following senior honors in lieu of naming a Valedictorian or Salutatorian:

1. Students with a 3.75 - 3.99 weighted grade point average shall receive the distinction of cum laude.
2. Students with a 4.0 - 4.249 weighted grade point average shall receive the distinction of magna cum laude.
3. Students with a 4.25 or higher weighted grade point average shall receive the distinction of summa cum laude.

Reference: [WCPSS School Board Policy 3450, Class Rankings](#)

Transfer Credit

Students transferring into a Wake County Public School System (WCPSS) high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school. Courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the North Carolina Standard Course of Study for grades 9-12.

The courses will count toward graduation requirements, but the student's GPA will be computed with courses taken during the high school years.

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

- A. Credit for all courses approved by the sending school.

- B. Weighted credit for all courses as aligned with State Board Policy [CCRE 001](#).

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

receive:

- A. Credit for all courses approved by the sending school.

- B. Weighted credit for a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current WCPSS High School Planning Guide.

Students transferring from a non-public school accredited by Southern Association of Colleges and Schools (SACS) or from its regional equivalents* into the WCPSS will receive:

- A. Credit for all courses approved by the sending school.

- B. Weighted credit for a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current WCPSS High School Planning Guide.

Upon review and approval by the principal, students transferring into a WCPSS school from a non-public school not accredited by Southern Association of Colleges and Schools (SACS) or from its regional equivalents* or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school within the following guidelines:

- A. Documentation must be provided to the receiving WCPSS school by the sending school as to the course of study the student followed, materials used, work samples, and scores of any standardized tests the student has taken.

- B. Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-WCPSS grades.

- C. Grades and credits will not be included in the calculation of GPA nor class rank.

Upon review and approval by the principal, students may receive credit for courses taken abroad if the following guidelines are

met:

- A. The courses have substantial equivalency to a WCPSS high school course in content and number of hours.

- B. The student currently enrolled as a WCPSS student has filed a written request with the principal to receive credit. That request must include at minimum (1) the course name the student will participate in as a part of the study abroad, (2) content outline, and (3) the aligned course within the High School Program Planning Guide. This request must be approved by the principal prior to the study abroad experience.

- C. Grades will be recorded in accordance with this R&P.

Current WCPSS students who take courses for credit outside of the Wake County Public School System must have prior approval before courses can be considered for transfer to the WCPSS transcript. This will happen in alignment with Policy 3101, Dual Enrollment and its related R&P.

To the extent possible, students who transfer among schools in Wake County or who transfer into the WCPSS in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting. Determinations of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer.

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

Transcripts

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

WCPSS high schools provides each currently enrolled high school student access to official transcripts at no charge. After receiving written permission from the parent for students under the age of 18, these transcripts will be sent to any college, university, or organization requested.

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

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

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee. Consult your school counselor or registrar for more information on sending transcripts.

Graduation Options

3-Year Graduate

North Carolina House Bill 259 allows students to graduate with 22 credits after their third year of high school (6 total semesters). The 3Year Graduate option applies to students that entered 9th grade during the 2022-2023 school year and beyond. Eligible students are only able to apply for this flexibility if they meet the state's minimum graduation requirements. Students should contact their school about the application process for the 3- Year Graduate Option.

Mid-Year Graduation (During Senior Year)

Students graduating before the end of a school year can follow the school's Mid-Year Graduate process. Students must meet the NCDPI Requirements. the end of the 2024-2025 school year. For example, Student X has decided they want to graduate mid-year. The counselor will review the transcript to ensure all NCDPI graduation requirements will be met. If so, the student should follow the midyear graduate process and can graduate mid-year.

Program Details

Drivers Education

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

NCAA Eligibility Requirements

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

- It is best to register at the beginning of your sophomore year.
- Register online at www.eligibilitycenter.org. For Division III, contact your Division III college regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements and current NCAA approved course lists, go to www.eligibilitycenter.org.

Programs for Exceptional Students

All Wake County Public School System high schools provide services for students with disabilities who meet state criteria for Special Education Services. Students who are suspected of having a disability are typically referred by their parents or by school personnel. The IEP Team will review data and information to determine if an evaluation for special education consideration is necessary. Following the evaluation, if one was completed, an IEP team, to include the parents, determines whether the student is eligible. Every eligible student has an Individualized Educational Program (IEP), which identifies the student's strengths and needs and sets annual goals based on the identified needs. The IEP also reflects the transition services for life after high school, accommodations/modifications, and specially designed instruction in the least restrictive placement in order for the student to make progress toward their annual goals and toward the general curriculum. For more information about these programs, students should see their counselors.

Study Abroad

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

Grades will be recorded in accordance with Board Policy 3460 R&P. A notation of "Pass" (P) or "Fail" (F) will be made on the permanent record. This procedure, while resolving the problem of incompatible grading systems, may affect a student's ability to qualify as a "North Carolina Academic Scholar" and other academic recognitions.

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

North Carolina Virtual Public School (NCVPS)

A student requesting to be enrolled in a district-approved online for credit course must meet with his/her school counselor to discuss online learning opportunities and determine eligibility. Once eligibility is determined, the student, along with his/her parent/guardian must submit a signed Online Course Enrollment Form to his/her school counselor for principal approval.

Course options and logistics around online learning is governed by [WCPSS Board Policy 3102](#) and its related [R&P](#).

Credit Recovery vs Repeating a Course for Credit

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

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

- The length of credit recovery courses will be dictated by the skills and knowledge the student demonstrates on pre-assessments for standards within a credit recovery course.

- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student's GPA.

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

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

Alternative Programs of Study

Academically or Intellectually Gifted Services

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

Advanced Placement Program

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement. WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies, and others. Specific course offerings vary from school to school.

Dual Enrollment Opportunities (*will be updated)

As outlined in Policy 3101, in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future education and workplace endeavors, the Wake County Board of Education will support high school students who wish to enroll in an appropriate college course or combination of college courses outside the Wake County Public School System for high school credit. Principals shall award dual credit according to the Career & College Promise program guidelines established by the North Carolina Department of Public Instruction (NCDPI). Only courses that articulate to courses included in the [Dual Credit Chart](#) will be considered for credit on the high school transcript.

Any student who is dually enrolled must continue to be present at a WCPSS school for a minimum of 50% of the instructional day. The parent or guardian of the high school student must give permission for the course to be taken and then student and parent/guardian must complete the WCPSS dual enrollment form prior to enrolling in the course. Enrollment of a student in a course is the responsibility of the student and parent/guardian. The course must be approved in advance by the principal using the dual enrollment form.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available at the student's school.
3. The student must be enrolled for at least 50% of the instructional day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration, or other requirements as requested by the IHE, community college, or non-WCPSS secondary school. The student must provide their own transportation, be responsible for any fees, and follow all rules, regulations, and calendars as set by the cooperating institution.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an Incomplete (I) to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - a. University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - b. Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one-half credit at the base school.
7. The student must take IHE, community college, or non-WCPSS secondary school courses for graded credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.

Additional details and regulations are available in Policy 3101 and its related R&P.

Application High School Program Descriptions

ATHENS DRIVE MAGNET HIGH SCHOOL – Center for Medical Sciences and Global Health Initiatives

The magnet theme at Athens Drive Center for Medical Sciences and Global Health Initiatives emphasizes real-world global health problems and hands-on experiences. Project-based learning and STEM (science, technology, engineering and math) pedagogy will support learning across disciplines. Students will receive a comprehensive, relevant education that produces critical thinkers. Community partnerships will offer hands-on learning opportunities and connect experts in the medical and global health fields with classroom learning. In collaboration with school and district leadership, a partnership with National Institute of Environmental Health Sciences (NIEHS) provides a unique experience of cutting-edge professional development for Athens Drive teachers that translate to infusion of the health sciences sensibilities within core area courses and elective offerings.

BROUGHTON GLOBAL STUDIES AND LANGUAGE IMMERSION / INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME MAGNET HIGH

The Global Studies program prepares students for global citizenship and intercultural understanding through opportunities for skill development and social-global connections. Students study various world regions, cultures, and global issues as they are relevant to the content in their comprehensive course offerings. Critical thinking, research, writing, and other analytical skills are developed through project-based learning units.

Students who have completed the first nine years of Dual Language Immersion in K-8th grades, can take high school Mandarin Chinese or Spanish classes that further the language and cultural development.

Additionally, globally focused electives are integrated into the Global Studies theme so that students can elect to concentrate their learning on specific global topics. Broughton also offers the International Baccalaureate Diploma Programme (DP) to 11th and 12th grade students. The IB Diploma Programme emphasizes the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission and/or advanced credit at universities around the world. Broughton additionally offers language immersion programs in Spanish and (in the near future) Mandarin. Language immersion students, who are continuing a K-12 pathway, have the opportunity to take literacy courses in their target language and engage in a variety of experiences to further develop bilingual and bicultural skills.

CROSSROADS FLEX HIGH SCHOOL

Crossroads FLEX, in partnership with North Carolina Virtual, is a digital, blended learning school. Blended learning is using both online and in-person learning experiences when teaching students. Crossroads FLEX serves students whose outside interests and activities require considerable amounts of time during regular school hours known as “pursuits.” Pursuits can include highly competitive and active students in the arts, sports, and entrepreneurship. Crossroads FLEX allows students to meet those obligations while meeting all requirements for high school graduation and college and career readiness.

A Crossroads FLEX student is responsible, self-motivated, engaged, and exhibits the highest degree of integrity. Students are encouraged to reflect on the world around them, refocus their priorities, and refine what they are willing to try differently. At Crossroads FLEX, students meet with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts. Students work independently on online lessons, projects, and assignments at home and school. Crossroads FLEX’s vision is to guide and graduate students whose individual pursuits empower them to emblazon change upon the world.

EAST WAKE I/TECH & DESIGN MAGNET HIGH SCHOOL

The I/Tech & Design theme provides an environment where students use design thinking in all core and elective courses. Partnering with Wake Tech

Community College’s (WTCC) new East Campus, dual enrollment opportunities will be available in both Associate’s Degree of Arts (AA) and Associate’s

Degree of Applied Sciences (AAS) pathways. The program at East Wake will prepare students for work in an interconnected and automated industry culture through theme-specific electives and industry-supported design challenges. These real-world experiences will be enhanced through collaboration with business/community partners and the partnership with WTCC. These partnerships will result in high-tech learning experiences and field trips to enhance student learning. Finally, East Wake Magnet High will provide the AVID program that focuses on preparing students for college and career opportunities. It will do so by engaging students in inquiry, the problem-solving process, and organization strategies that will benefit their learning prior to starting their courses at Wake Tech Community College.

ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

GARNER INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

All 9th and 10th grade students at International Baccalaureate (IB) World High Schools are a part of the IB Middle Years Programme (MYP). Freshman and sophomores take classes every year in each of the eight subject areas: Language and Literature (English Language Arts), Language Acquisition (world language), math, sciences, Individual and Societies, Visual and Performing Arts, Physical Education and Health and Design (CTE/Technology) classes. The Middle Years Programme incorporates international understanding and global contexts into the core curriculum. During the final year of the MYP (10th grade), students complete a Personal Project, a culminating experience which demonstrates initiative, organization, and creativity.

In addition, IB World High Schools provide the programme continuation of the IB Middle Years Programmes offered at East Garner Magnet Middle School and West Millbrook Magnet Middle School.

The International Baccalaureate (IB) Diploma Programme is offered to interested 11th and 12th grade students who wish to pursue the most rigorous and globally focused course of study offered in the United States of America. In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and appropriately questions newly learned information. IB Diploma Programme students choose one subject from each of the five groups (Language and Literature, World Language, Sciences, Math and Individuals and Societies—history), ensuring breadth of knowledge and understanding in each group. Students also choose either an arts course or a second course from one of the first five groups. Citizenship and service are a fundamental component for IB Diploma students. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

In addition to the International Baccalaureate Diploma Programme, Garner Magnet High School also offers the IB Career-related Programme. The CP incorporates the values of the Diploma Programme into a unique programme that addresses the needs of students engaged in career-related education during their 11th and 12th grade years of high school. CP Students take at least two DP courses in any subject groups, a two-year course in Personal and Professional Skills, as well as courses offered and are relevant to their career-related studies.

LONGVIEW SCHOOL

Longview School's programs are designed for students who receive services through special education and have behavior goals. Therefore, students must have a current IEP to attend Longview. Support systems are in place that focus on students' behavioral and social-emotional needs. Students who are referred, have a history of behavioral struggles in school, as well as documented strategies that have been put in place that have not been successful with helping students maintain behavioral expectations conducive to learning in the school setting. Students who currently attend a Wake County public school must be referred to Longview by their current school, with assistance from the school's assigned behavioral specialist. The goal at

Longview is to work closely with the referring school's behavioral specialist to help the student learn to control behaviors so they can transition back to the base school. Students that are not able to return to the base schools are able to graduate from Longview.

MARY E. PHILLIPS HIGH SCHOOL

Mary E. Phillips High School extends an invitation to any Wake County High School student who has not reached his or her potential within a traditional school setting. Our philosophical approach and curriculum offer students the opportunity to obtain a high school diploma and a new view of themselves as capable, competent young adults. The school curriculum is designed to prepare students to continue their education after high school. Academic needs are met through flexible scheduling, individualized programs, and small class sizes. Varied elective courses are part of the curriculum with several CTE concentrations available. Independent study, tutorial assistance, library/media services, and state-of-the-art technology enhance our academic program. All students have access to information through technological resources in school and at home. Mary E. Phillips High School offers courses on a block schedule, which enables students to complete yearlong courses in one semester, in addition to the small class size and the opportunity for a flexible schedule.

MILLBROOK INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

All 9th and 10th grade students at International Baccalaureate (IB) World High Schools are a part of the IB Middle Years Programme (MYP). Freshman and sophomores take classes every year in each of the eight subject areas: Language and Literature (English Language Arts), Language Acquisition (world language), math, sciences, Individual and Societies, Visual and Performing Arts, Physical Education and Health and Design (CTE/Technology) classes. The Middle Years Programme incorporates international understanding and global contexts into the core curriculum. During the final year of the MYP (10th grade), students complete a Personal Project, a culminating experience which demonstrates initiative, organization, and creativity. In addition, IB World High Schools provide the programme continuation of the IB Middle Years Programmes offered at East Garner Magnet Middle School and West Millbrook Magnet Middle School.

The International Baccalaureate (IB) Diploma Programme is offered to interested 11th and 12th grade students who wish to pursue the most rigorous and globally focused course of study offered in the United States of America. In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and appropriately questions newly learned information. IB Diploma Programme students choose one subject from each of the six groups (Language and Literature, World Language, Sciences, Math and Individuals and Societies—history, and the Arts), ensuring breadth of knowledge and understanding in each group. Students also choose either an arts course or a second course from one of the first five groups.

Citizenship and service are a fundamental component for IB Diploma students. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

NORTH WAKE COLLEGE & CAREER ACADEMY

This early college high school serves students in Grades 9-13. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at North Wake College & Career Academy (NWCCA) complete studies in one of the Wake Tech certificate/diploma programs as part of their high school graduation credits. Through an academic foundation of all honors courses, paired with career-informed courses and work-based learning experiences, graduates of NWCCA will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The five certificate/diploma programs taught by Wake Technical Community College faculty in the 11th and 12th grade to students at the school are: Business Administration, Culinary Arts, Early Childhood Education, Emergency Medical Sciences, and Information Technology - Tech Support.

SCORE ACADEMY

SCORE Academy is an alternative, virtual learning environment that offers two programs: SCORE Academy-Reengagement and SCORE Academy Reassignment. SCORE Academy-Reengagement is a blended learning option for students ages 16-21 that have withdrawn from school or have life barriers that prevent them from regularly attending a traditional school and would like to re-engage and earn a diploma. Current WCPSS students must be referred by their base school. SCORE Academy-Reassignment is a hybrid virtual school for students who, for behavioral infractions, have been reassigned for extended periods of time. Both programs are rooted in Restorative Justice Education principles and provide students with the skills to build personal pathways to success. To better serve students, four locations across the district are available: Cary (Crossroads Flex), Garner (Garner Station), River Oaks (New Bern Ave.) and North Raleigh (Departure Dr.). Each site employs highly qualified instructors, counselors, social workers, administrators, and provides all necessary technology. Additionally, ancillary supports are provided as needed to students and families

SOUTHEAST RALEIGH UNIVERSITY CONNECTIONS: SCHOOL OF DESIGN, ARTS, & ENGINEERING MAGNET HIGH SCHOOL

Southeast Raleigh High is the only University Connections: School of Design, Arts, and Engineering program in the district. This magnet theme focuses on community partnerships with local colleges, universities, and industry, enhancing existing school programming such as the CTE academy model, and offering new, innovative experiences in collaboration with higher education and industry. This magnet program is organized into the following four college and career pathways: 1) Design, 2) Arts, 3) Engineering, Math, and Sciences, and 4) Humanities and Social Sciences. A 9th-grade University Connections Exploratory Course provides all incoming freshmen with a foundation of the magnet theme, as well as a blueprint for “middle school to high school” strategies for success, such as the development of “soft skills” necessary for success in high school, college, and career. This course presents an in-depth overview of the four college and career pathways, including coursework, enrichment opportunities, workplace/real-world experiences, featured guest speakers related to each pathway, research projects, and event, showcase, and exhibit opportunities. This unique foundation allows students to be well-positioned to “choose their pathway” as they complete their high school career within this dynamic program.

Additionally, interested 11th grade students can elect to participate in the International Baccalaureate (IB) Diploma Programme. This program is for students who wish to pursue the most rigorous and globally focused course of study offered in the United States of America. In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and critical thinking skills. Citizenship and service are a fundamental component for IB Diploma students. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

VERNON MALONE COLLEGE & CAREER ACADEMY

This early college high school serves students in Grades 9-13. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at Vernon Malone College & Career Academy (VMCCA) will be able to complete studies in one of the Wake Tech certificate/diploma programs as part of their high school graduation credits. Through an academic foundation through all honors courses, paired with career-informed courses and work-based learning experiences, graduates of VMCCA will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The certificate/diploma programs taught by Wake Technical Community College faculty in the 11th and 12th grade to students are Biopharmaceutical Technology, Cosmetology, Facility Maintenance Technology, Nurse Aide, Simulation & Game Development, and Welding.

WAKE EARLY COLLEGE OF HEALTH AND SCIENCES

Wake Early College of Health and Sciences (WECHS) is a small public high school of choice focused on health and sciences. This early college high school serves students in grades 9-13. WECHS features a partnership among the Wake County Public School System, Wake Technical Community College, and WakeMed Health and Hospitals. The classes are located on the Perry Health Sciences or the Scott Northern Campuses of Wake Tech. While enrolled at WECHS, students participate in an academic program that fulfills North Carolina high school graduation requirements and allows them to complete college coursework as part of their high school career. WECHS students complete the majority of their high school courses during their first two years in the program. The remaining three years are dedicated to students earning college credits in pursuit of an associate degree, health sciences diploma or certificate. College credits completed while enrolled in the school are tuition-free and are transferable to one of North Carolina's sixteen public universities.

WAKE EARLY COLLEGE OF INFORMATION AND BIOTECHNOLOGIES

Wake Early College of Information and Biotechnologies (WECIB) is a small public school of choice, a joint project between the Wake County Public

School System and Wake Tech Community College. This early college high school serves students in grades 9-13. The classes are located on the RTP Campus of Wake Tech. While enrolled in WECIB, students participate in an academic program that fulfills North Carolina high school graduation requirements and allows them to complete college coursework as part of their high school career. Through an academic foundation of honors courses paired with career-informed courses and work-based learning experiences, graduates of WECIB will be able to apply their earned credits towards an Associate of Applied Science (AAS) degree in one of four pathways chosen by the student. They will complete the majority of their high school courses during their first two years in the program. The remaining three years are dedicated to students earning college credits in pursuit of an AAS degree in one of the following pathways: Computer Programming, Cybersecurity, Network Management, or Biotechnology. College credits completed while enrolled in the school are tuition-free, while some credits will be transferable to one of North Carolina's sixteen public universities. Students at WECIB will also earn industry credentials through their pathway of choice.

WAKE STEM EARLY COLLEGE HIGH SCHOOL

The Wake STEM Early College High School is a small public school of choice, a joint project between the Wake County Public School System and NC

State University. This early college high school serves students in grades 9-13. STEM is the theme of the school's program in addition to our identity

as an early college. Early college means students take college courses at NCSU as well as the courses required to earn a high school diploma over a five-year period. Exploration of the Grand Challenges for Engineering is a common instructional focus that extends through various courses in the program. Because engineering involves so many areas of math and science it is a great scaffold on which to build a STEM education.

WAKE YOUNG MEN'S LEADERSHIP ACADEMY

Wake Young Men's Leadership Academy (WYMLA) is a grade 6-13 single-gender academy. WYMLA's mission is to develop young men into leaders who have a positive impact on their communities through Scholarship, Service, and Success. Located on two campuses, grades 6-10 are held in the Thompson School Building in downtown Raleigh, NC and grades 11-13 are located at Shaw University. Students in grades 11-13 have the opportunity to take college courses through Shaw University that counts both towards their high school diploma and for college credit. WYMLA is focused on providing our gentlemen with access to college preparatory courses, developing their leadership skills, and providing them opportunities to apply their leadership skills.

WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY

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

Arts Education Courses

Students entering 9th grade in 2025-2026 must have 1 credit in an Arts course for a diploma taken between 6th and graduation

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 Art

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE)

54622X0B 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) HONORS

54635X0B 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED) HONORS

54645X0A 1 CREDIT

Recommended prerequisite(s): Sculpture/Ceramics Proficient or portfolio

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

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

VISUAL ARTS - BEGINNING

54152X0A 1 CREDIT

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

VISUAL ARTS - INTERMEDIATE

54162X0A 1 CREDIT

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

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

VISUAL ARTS - PROFICIENT HONORS

54175X0A 1 CREDIT

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.

AP STUDIO ART 2D DESIGN

5A027X0 1 CREDIT

AP STUDIO ART 3D DESIGN

5A037X0 1 CREDIT

AP STUDIO ART DRAWING

5A047X0 1 CREDIT

Recommended prerequisite(s): Two (2) credits in visual arts at the high school level.

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

INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) HONORS

54645X0B 1 CREDIT

The student works independently in a special area of concentration selected by the student with the visual arts teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

Dance

DANCE - BEGINNING

51152X0A 1 CREDIT

This course introduces students to movement and choreography through the elements of 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.

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

DANCE - PROFICIENT HONORS

51175X0A 1 CREDIT

Recommended prerequisite(s): 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.

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 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.

INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) HONORS

51285X0A 1 CREDIT

The student works independently in a special area of concentration selected by the student with the dance teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

Theatre Arts

THEATRE ARTS - BEGINNING

53152X0A 1 CREDIT

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

THEATRE ARTS – INTERMEDIATE

53162X0A 1 CREDIT

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

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

THEATRE ARTS - PROFICIENT HONORS

53175X0A 1 CREDIT

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

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

THEATRE ARTS - ADVANCED HONORS

53185X0A 1 CREDIT

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

Students advance acting, directing, playwriting, and production skills developed in previous theatre training. Students assume leadership roles in the production of polished and complex works for an audience. Various acting and directing styles are practiced. Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Students are encouraged to explore a variety of theatrical styles and work with others to produce experimental, culturally significant works of art. Participation in after-school rehearsals and performances is expected.

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)

53612X0A 1 CREDIT

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)

53622X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Beginning

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) HONORS

53635X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Intermediate

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

INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED) HONORS

53645X0A 1 CREDIT

The student works independently in a special area of concentration selected by the student with the theatre teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

Choral Music

CHORAL MUSIC 1 BEGINNING

52302X0D 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.

CHORAL MUSIC 2 INTERMEDIATE

52312X0D 1 CREDIT

Recommended prerequisite(s): Choral Music – Beginning with audition/teacher placement. Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs choral literature that include diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear training. A practice of sight-reading and musical literacy skills are prerequisites to participate at this level of study. Students continue developing vocal skills through extensive study of classical and contemporary works. A higher level of knowledge 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.

CHORAL MUSIC 3 PROFICIENT HONORS

52325X0D 1 CREDIT

Recommended prerequisite(s): Choral Music – Intermediate with audition/teacher placement. 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.

CHORAL MUSIC 4 ADVANCED HONORS

52335X0D 1 CREDIT

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

Instrumental Music

INSTRUMENTAL MUSIC: BAND – 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 are 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.

INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING

52402X0A 1 CREDIT

Recommended prerequisite(s): Middle School Strings or audition

This course is designed to introduce students to playing a stringed instrument (violin, viola, cello, and bass). Students will learn the fundamentals or rhythm, not reading, posture, following the conductor and learning to perform as a group. Appropriate use of musical terms, dynamic markings, and the parts and care of stringed instruments are emphasized.

INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE

52412X0A 1 CREDIT

Recommended prerequisite(s): Orchestra – Beginning or audition

This course further develops technical and artistic skills studied in previous music training. Emphasis is placed on performance of more advanced literature and increased aural discrimination. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT HONORS

52425X0A 1 CREDIT

Recommended prerequisite(s): Orchestra – Intermediate or audition

Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation. 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: ORCHESTRA - ADVANCED HONORS

52435X0A 1 CREDIT

Recommended prerequisite(s): Orchestra – Proficient HONORS or audition

Advanced students build ensemble performance skills while studying challenging literature.

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.

INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED) HONORS

52195X0A 1 CREDIT

The student works independently in a special area of concentration selected by the student with the music teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

GUITAR – MUSIC SPECIALIZATION BEGINNING

52162X0D 1 CREDIT

Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Participation in after-school rehearsals and performances is expected.

Career & Technical Education

Planning for College

The Wake County Public School System offers a comprehensive Career and Technical Education program for students in middle and high schools. Courses are offered in Agricultural Education; Business, Finance, and Information Technology Education; Career Development Education; Family and Consumer Sciences Education; Health Science; Marketing and Entrepreneurship Education; Technology Engineering and Design Education; and Trade and Industrial Education. All programs may not be offered at each middle and high school.

The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Office of Equity Affairs has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-7903.

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 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.

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/
Major Clarity	https://majorclarity.com/

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 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 area. The CTOS are:

- DECA for Marketing and Entrepreneurship Education
- Future Business Leaders of America (FBLA) for Business, Finance and Information Technology Education
- Future Farmers of America (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

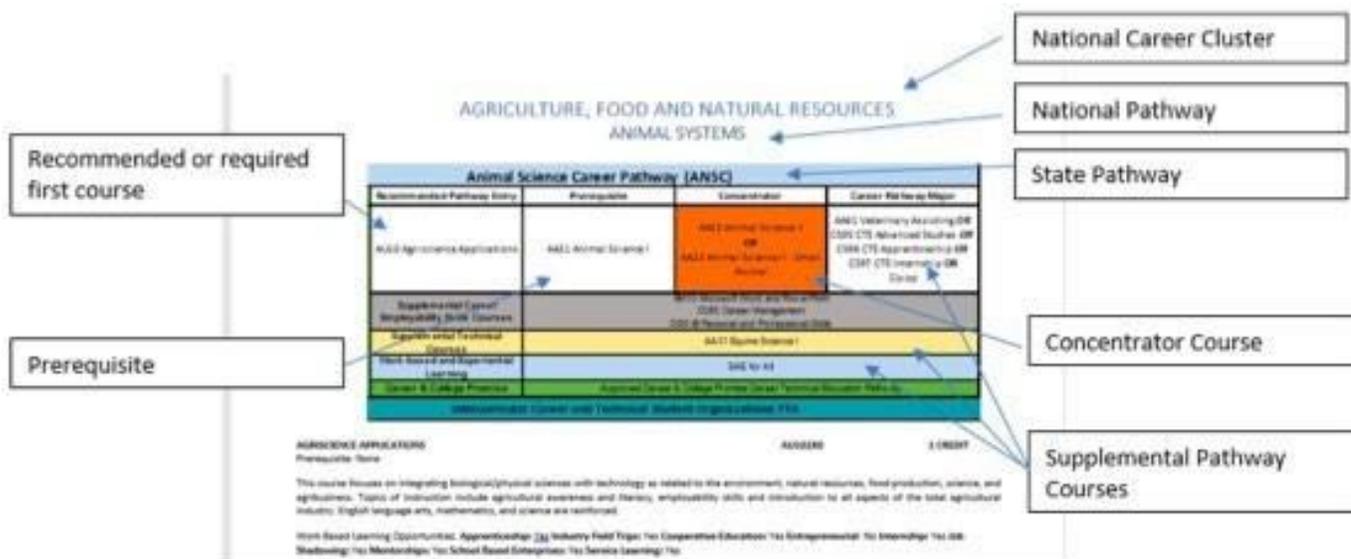
This portion of the Program Planning Guide is arranged by Career Cluster and then by Career Pathway. The courses listed may not be taught at every high school within the district and students are encouraged to request a listing of courses offered at their assigned school. The chart and course listings reflect a recommended order or sequence. Many courses are available for Honors credit and those identified with an asterisk (*) are considered concentrator 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 also note the aligned credentials. More information about CTE courses and pathways can be found at the NC Career and Technical Education Course Management System website (<https://center.ncsu.edu/nccte-cms/>).

Career Development Coordinators, counselors, and CTE teachers are valuable resources to consult when selecting courses.

Understanding Career Pathways

CTE Career Pathway charts are included for each Career Pathway offered and are organized as follows:

- WCPSS Pathways are grouped by National Career Clusters and Pathways shown in blue headings.
- Pathway courses are designated in white beginning with either a Foundational Prerequisite or a Recommended Pathway Entry Course.
- Prerequisite courses are listed in the second column and must be completed before students can enroll in the Concentrator Course, shown in orange in the third column.
- Students are considered Concentrators when they successfully complete the Concentrator Course and related prerequisite(s).
- Career Pathway Major courses offer an extension of the pathway learning and always include some work-based learning offerings.
- Supplemental Career Employability Skills and Supplemental Technical Courses provide additional skills for students to deepen their knowledge, skills and abilities and better prepare them for careers.
- CTE encourages students to utilize as many courses as possible in the pathway.



AGRICULTURE, FOOD AND NATURAL RESOURCES

Animal Systems

Animal Science (ANSC)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
N/A	AA21 Animal Science I	AA22 Animal Science II- Food Animal AA23 Animal Science II - Companion Animal	AA41 Veterinary Assisting WIO2 CTE Internship AGNR WSO2 CTE Advanced Studies AGNR
Supplemental Career Employability Skills Courses	OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management		
Supplemental Technical Courses	AU10 Foundations of Agriculture		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Career and Technical Student Organizations	The National FFA Organization North Carolina FFA Association		

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
 - **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE I HONORS

AA215X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Youth for Quality Care of Animals (YQCA) Certification
 - **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE II - COMPANION ANIMAL HONORS

AA235X0 1 CREDIT

Prerequisite: AA21 Animal Science I

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

VETERINARY ASSISTING HONORS

AA415X0 1 CREDIT

Prerequisite: AA22 Animal Science II-Food Animal or AA23 Animal Science II-Companion Animal; Designed for 11th or 12th grade students with an interest in animal medicine

Recommended Maximum Enrollment: 15

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through sills-bases scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes **Supervised Agricultural Experience (SAE)**
- **Aligned Industry Credential:** Elanco Veterinary Medical Applications Certification, Certified Veterinary Assistant
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

Plant Systems

Plant Systems (PLSV)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
N/A	AP41 Horticulture I Intro to Plants	AP42 Horticulture II Plant Production AP 44 Horticulture II Landscape Construction	WI02 CTE Internship AGNR WS02 CTE Advanced Studies
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		AU10 Foundation of Agriculture AL43 Turfgrass Management	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		The National FFA Organization North Carolina FFA Association	

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes **Supervised Agricultural Experience (SAE)**
- **Aligned Industry Credential:** None
 - **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE I INTRODUCTION TO PLANTS HONORS

AP415X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes **Supervised Agricultural Experience (SAE)**
- **Aligned Industry Credential:** None
 - **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE II-LANDSCAPE CONSTRUCTION HONORS

AP445X0 1 CREDIT

Prerequisite: AP41 Horticulture I Introduction to Plants Recommended Maximum Enrollment: 20

Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes **Supervised Agricultural Experience (SAE)**
- **Aligned Industry Credential:** None

- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ARCHITECTURE & CONSTRUCTION

Construction and Maintenance/Operations

Carpentry (CARP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core	IC21 Carpentry I	IC22 Carpentry II	IC43 Carpentry III IK85 Construction Project Management WI02 CTE Internship ARCH WS03 CTE Advanced Studies WP03 CTE Pre-Apprenticeship ARCH WA03 CTE Apprenticeship ARCH
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		N/A	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		SkillsUSA	

CONSTRUCTION CORE

IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NCCER and the OSHA 10-Hour Construction Industry Certifications
- **Aligned CTE Student Organization:** SkillsUSA

CARPENTRY I

IC212X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop basic skills to interpret and lay out basic construction plans and documents used by carpenters. Engage in procedures for laying out and constructing floor and wall systems. Practice essential stairway design and construction techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No Aligned Industry Credential: NC NCCER Credential-Carpentry I

Aligned CTE Student Organization: SkillsUSA

CARPENTRY II HONORS

IC225X0 1 CREDIT

Prerequisite: IC21 Carpentry I

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Engage in procedures for laying out, constructing, and installing roofing components for residential and commercial buildings. Practice skills related to moisture and insulation control concepts for building envelope systems installation. Participate in exterior finish materials installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Carpentry II
- **Aligned CTE Student Organization:** SkillsUSA

CARPENTRY III HONORS

IC235X0 1 CREDIT

Prerequisite: IC22 Carpentry II

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of skills required to read and interpret commercial drawings and specifications. Engage in procedures for drywall installation and finishing. Participate in the installation of door and door hardware installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No**
- **Aligned Industry Credential: NC NCCER Credential-Carpentry III**
- **Aligned CTE Student Organization: SkillsUSA**

Electrical Trades

Electrical Trades (ELTR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Construction Core	IC41 Electrical Trades I	IC42 Electrical Trades II	IC43 Electrical Trades III IK85 Construction Project Management WI02 CTE Internship ARCH WS03 CTE Advanced Studies WP03 CTE Pre-Apprenticeship ARCH WA03 CTE Apprenticeship ARCH
Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		N/A	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		SkillsUSA	

CONSTRUCTION CORE

IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No**
- **Aligned Industry Credential: NCCER and the OSHA 10-Hour Construction Industry Certifications**
- **Aligned CTE Student Organization: SkillsUSA**

ELECTRICAL TRADES I HONORS

IC415X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of basic electrical theory, Ohm's Law, and methods for calculating electrical energy. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic skills required for installation of electrical device boxes, conduit, and raceways systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No**
- **Aligned Industry Credential: NC NCCER Credential-Electrical Trades I**

- **Aligned CTE Student Organization:** SkillsUSA

ELECTRICAL TRADES II HONORS

IC425X0 1 CREDIT

Prerequisite: IC41 Electrical Trades I

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of skills required to read and interpret electrical construction drawings and specifications. Practice laying out branch circuits, sizing outlet boxes, and wiring device installation for residential electrical systems. Develop a working knowledge of AC and DC motor theory and application. Gain the knowledge, skills, and industry credential for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** No **Pre-Apprenticeship:** Yes **School Based Enterprises:** No **Service Learning:** No • **Aligned Industry Credential:** NC NCCER Credential-Electrical Trades II
- **Aligned CTE Student Organization:** SkillsUSA

ELECTRICAL TRADES III HONORS

IC435X0 1 CREDIT

Prerequisite: IC42 Electrical Trades II

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Practice the techniques required to make conduit bends and to install pull and junction boxes. Engage in a cable pulling operation including conductor installation and cable end preparation. Develop a working knowledge of the operation of circuit breakers, fuses, contractors, and relays used in electrical systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** No **Pre-Apprenticeship:** Yes **School Based Enterprises:** No **Service Learning:** No
- **Aligned Industry Credential:** NC NCCER Credential-Electrical Trades III
- **Aligned CTE Student Organization:** SkillsUSA

Interior Design (INDE)		
Prerequisite	Concentrator	Career Pathway Major
FI21 Interior Design I - Fundamentals	FI22 Interior Design II - Studio FI23 Interior Design II - Technology	WS03 CTE Advanced Studies ARCH
Supplemental Employability Skills Courses	0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses	CD10 Adobe Visual Design I FA07 Fashion and Textiles I - Fundamentals FC11 Principles of Family and Human Services GS11 Project Management I IC61 Drafting I	
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations	Family, Career, and Community Leaders of America (FCCLA)	

INTERIOR DESIGN I - FUNDAMENTALS

FI212X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build the knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Explore design thinking and utilize the interior design process. Apply interior design principles and illustrate design solutions through visual communication. Gain the knowledge and skills for careers in interior design.. • **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes • **Aligned Industry Credential:** None

INTERIOR DESIGN II - STUDIO HONORS

FI225X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals Recommended Maximum Enrollment: 25

This Honors course extends learning of interior design by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing design projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes • **Aligned Industry Credential:** None

ARTS, AV TECHNOLOGY, & COMMUNICATIONS

Adobe Video Design (AVID)		
Prerequisite	Concentrator	Career Pathway Major
CD14 Adobe Video Design I	CD15 Adobe Video Design II	WA01 CTE Apprenticeship AAVC WE01 CTE Entrepreneurial Experience AAVC WI01 CTE Internship AAVC WO01 CTE Cooperative Education AAVC WP01 CTE Pre-apprenticeship AAVC WS01 CTE Advanced Studies AAVC Cooperative Education
Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management
Supplemental Technical Courses		CD10 Adobe Visual Design I CD12 Adobe Digital Design I CS20 Computer Science I MMS1 Marketing I
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway
Career and Technical Student Organizations		Future Business Leaders of America (FBLA) SkillsUSA Technology Student Association (TSA)

ADOBE VIDEO DESIGN I

CD142X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN I HONORS

CD145X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN II

CD152X0 1 CREDIT

Prerequisite: CD14 Adobe Video Design I

Recommended Maximum Enrollment: 25

Engage in the preproduction, production, and postproduction processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN II HONORS

CD155X0

1 CREDIT

Prerequisite: CD14 Adobe Video Design I

Recommended Maximum Enrollment: 25

The Honors Video Design course in the Career and Technical Education program focuses on creating media production within five general areas: audio, news style productions, interviewing, social media, and cinematic storytelling.. Students use technology such as prosumer high-definition video cameras, real time non-linear editing, digital computer graphic software, and portable lighting and sound equipment to give them a full technology- based education. This course provides students with a variety of activities that will enable them to understand and appreciate the application and value of entertainment technology by using up-to-date industry technology and techniques. Students will advance their knowledge by applying advanced techniques related to media editing.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN I HONORS

CD105X0

1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.-In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. 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. English language arts are reinforced.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No**
- **Aligned Industry Credential:** ACP Graphic Design and Illustration Using Adobe Illustrator AND ACP Visual Communication Using Adobe Photoshop
MUST PASS BOTH
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I

CD122X0

1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0

1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. 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.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Adobe Academy (ADAC)		
Prerequisite	Concentrator	Career Pathway Major
CD10 Adobe Visual Design I	CD11 Adobe Visual Design II CD12 Adobe Digital Design I CD14 Adobe Video Design I	WA01 CTE Apprenticeship AAVC WE01 CTE Entrepreneurial Experience AAVC WI01 CTE Internship AAVC WO01 CTE Cooperative Education AAVC WP01 CTE Pre-apprenticeship AAVC WS01 CTE Advanced Studies AAVC Cooperative Education
Supplemental Employability Skills Courses		OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management
Supplemental Technical Courses		MM51 Marketing I
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway
Career and Technical Student Organizations		Future Business Leaders of America (FBLA) SkillsUSA Technology Student Association (TSA)

ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.-In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. 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. English language arts are reinforced

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No**
- **Aligned Industry Credential:** ACP Graphic Design and Illustration Using Adobe Illustrator AND ACP Visual Communication Using Adobe Photoshop MUST PASS BOTH
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN II HONORS

CD115X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway. This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential:** Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I

CD122X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway. • **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**

- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. 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.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**

- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN I

CD142X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN I HONORS

CD145X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

BUSINESS MANAGEMENT & ADMINISTRATION

Entrepreneurship (ENTRE)			
Recommended Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	ME11 Entrepreneurship I	ME12 Entrepreneurship II	WS04 CTE Advanced Studies BMA
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		CC11 Microsoft Excel MM51 Marketing I	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		An Association for Marketing Education Students (DECA) Future Business Leaders of America (FBLA)	

ENTREPRENEURSHIP I HONORS

ME115X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended

Recommended Maximum Enrollment: 30

This Honors course extends learning of Entrepreneurship I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by identifying market trends, evaluating consumer needs and wants, and developing solutions to address consumer problems by proposing a new product or service.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes ● **Aligned Industry Credential:** Venture Entrepreneurial Expedition

ENTREPRENEURSHIP II HONORS

ME125X0 1 CREDIT

Prerequisite: ME11 Entrepreneurship I

Recommended Maximum Enrollment: 25

Utilize business planning strategies to accelerate the implementation of a business idea. Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes ● **Aligned Industry Credential:** Entrepreneurship and Small Business (ESB)

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

- * **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Expert
 - **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended

Recommended Maximum Enrollment: 30

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** CIW Social Media Strategist

Operations Management

Project Management (PMGT)			
Recommended Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	GS11 Project Management I	GS12 Project Management II	WS04 CTE Advanced Studies BMA
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		CC11 Microsoft Excel	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		An Association for Marketing Education Students (DECA) Family, Career, and Community Leaders of America (FCCLA) Future Business Leaders of America (FBLA) HOSA - Future Health Professionals North Carolina FFA Association SkillsUSA Technology Student Association (TSA) The National FFA Organization	

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended

Recommended for students in grades 10-12 Recommended Maximum Enrollment: 30

Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS**GS115X0 1 CREDIT**

Prerequisite: None, BF10 Business Essentials recommended

Recommended for students in grades 10-12 Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT II HONORS**GS125X0 1 CREDIT**

Prerequisite: GS11 Project Management I Recommended for students in grades 10-12 Recommended Maximum Enrollment: 25

Develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management. Gain the knowledge and skills for careers across multiple pathways.

- **Work-Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PMI Project Management Ready Certification

BUSINESS ESSENTIALS**BF102X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Securities and Investments

Financial Planning (FNPL)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	BF21 Financial Planning I	BF22 Financial Planning II	WS06 CTE Advanced Studies FINA
Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		C11 Microsoft Excel	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		An Association for Marketing Education Students (DECA) Future Business Leaders of America (FBLA)	

BUSINESS ESSENTIALS**BF102X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

FINANCIAL PLANNING I**BF212X0 1 CREDIT****Prerequisite:** BF10 Business Essentials**Recommended Maximum Enrollment:** 30

Develop techniques to enhance personal wealth building for a secure financial future. Establish key strategies for wealth building through evaluating businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Gain the knowledge and skills for careers in financial planning.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

FINANCIAL PLANNING II**BF222X0 1 CREDIT****Prerequisite:** BF21 Financial Planning I**Recommended Maximum Enrollment:** 25

Develop the knowledge and skills to create a business financial plan; including loans, insurance, taxes, and corporate governance. Explore the various risks and returns associated with business activities and the impact of the global economy. Analyze ethical situations in various aspects of financial leadership in local, national, and global business environments. Gain the knowledge and skills for careers in financial planning.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT****Prerequisite:** None**Recommended Maximum Enrollment:** 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MARKETING**Marketing Management**

Marketing Management (MMGT)			
Recommended Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	MM51 Marketing I	MM52 Marketing II	WS14 CTE Advanced Studies MRKT
Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		BF10 Business Essentials CD10 Adobe Visual Design I	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		An Association for Marketing Education Students (DECA) Future Business Leaders of America (FBLA)	

MARKETING I**MM512X0 1 CREDIT****Prerequisite:** None, BF10 Business Essentials recommended **Recommended Maximum Enrollment:**30

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes

- **Aligned Industry Credential:**-CIW Social Media Strategist

MARKETING II

MM522X0 1 CREDIT

Prerequisite: MM51 Marketing II Recommended Maximum Enrollment: 25

Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Business of Retail Certified Specialist

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway. In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. 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. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** ACP Graphic Design and Illustration Using Adobe Illustrator AND ACP Visual Communication Using Adobe Photoshop
MUST PASS BOTH
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

HEALTH SCIENCE

Therapeutic Services, Diagnostic Services, Health Informatics, Support Services

Healthcare Professionals (HPCP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
N/A	HP71 PLTW Human Body Systems HU40 Health Science I	HU42 Health Science II	HH32 Pharmacy Technician HN43 Nursing Fundamentals and Practicum WS08 CTE Advanced Studies HLTH WI08 CTE Internship HLTH
Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		HU10 Foundations of Health Science IP21 Emergency Medical Technology I FN41 Food and Nutrition I FC13 Counseling and Mental Health I FC14 Counseling and Mental Health II	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		HOSA Future Health Professionals	

FOUNDATIONS OF HEALTH SCIENCE**HU102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration. Gain knowledge and skills for careers in the Health Science cluster.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential: None**
- **Aligned CTE Student Organization: HOSA-Future Health Professionals**

HEALTH SCIENCE I**HU402X0 1 CREDIT***Prerequisite: Biology is recommended as preparation for this course.*

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential: First Aid**
- **Aligned CTE Student Organization: HOSA-Future Health Professionals**

HEALTH SCIENCE I HONORS HU405X0 1 CREDIT*Prerequisite: Biology is recommended as preparation for this course.*

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: First Aid**
- **Aligned CTE Student Organization: HOSA-Future Health Professionals**

HEALTH SCIENCE II HONORS**HU425X0 1 CREDIT***Prerequisite: HU40 Health Science I OR HP71 PLTW Human Body Systems*

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential: OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed, Basic Life Support**
- **Aligned CTE Student Organization: HOSA-Future Health Professionals**

PHARMACY TECHNICIAN HONORS**HH325X0 1 CREDIT***Prerequisite: HU32 Health Science II*

Recommended Maximum Enrollment: 20

Explore the science of how medications act on biological systems and how the body responds to specific medications as it relates to the role of the pharmacy technician in preparing prescriptions. Understand pharmacy law and regulation, product inventory, compound procedures, and medication safety. Learn the practices of billing and reimbursement in pharmacy operations. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: Yes • Aligned Industry Credential: CPHT Certified Pharmacy Technician**
- **Aligned CTE Student Organization: HOSA-Future Health Professionals**

COUNSELING AND MENTAL HEALTH I**FC132X0 1 CREDIT***Prerequisite: None, FE60 Child Development recommended*

Required Maximum Enrollment: 25

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes**
- **Aligned Industry Credential: None**

COUNSELING AND MENTAL HEALTH II**FC142X0 1 CREDIT**

Prerequisite: FC13 Counseling and Mental Health I

Required Maximum Enrollment: 25

Focus on the classification of mental health disorders. Inspire an understanding of mental health theories and treatments. Explore how human brain functions affect mental health. Gain the knowledge and skills for careers in counseling and mental health.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes**
- **Aligned Industry Credential: Pre-Professional Assessment and Certification in Family and Community Services**

FOOD AND NUTRITION I**FN412X0 1 CREDIT**

Prerequisite: None

For safety and sanitation reasons, enrollment should not exceed 20 students.

Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes**
- **Aligned Industry Credential: ServSafe Food Handler**

Recreation, Amusements and Attractions

Sport and Event Marketing (SEMK)			
Recommended Prerequisite	Prerequisite	Concentrator	Career Pathway Major
MM51 Marketing I	MH31 Sport and Event Marketing I	MH32 Sport and Event Marketing II	WS09 CTE Advanced Studies HOSP
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		CC11 Microsoft Excel GS11 Project Management I ME11 Entrepreneurship I	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		An Association for Marketing Education Students (DECA) Future Business Leaders of America (FBLA)	

MARKETING I**MM512X0 1 CREDIT**

Prerequisite: None, BF10 Business Essentials recommended

Recommended Maximum Enrollment: 30

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

- **Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential: CIW Social Media Strategist**

SPORT AND EVENT MARKETING I**MH312X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore sport and event industries, associated marketing strategies, and branding concepts. Develop an understanding of promotion and marketing data related to sports and events. Weave together the concepts to create a proposal for a unique event. Gain the knowledge and skills for careers in sport and event marketing.

- **Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- **Aligned Industry Credential: None**

SPORT AND EVENT MARKETING II HONORS**MH325X0 1 CREDIT**

Prerequisite: MH31 Sport and Event Marketing I

Recommended Maximum Enrollment: 25

Utilize knowledge of promotion and marketing to create a plan for a unique event. Extrapolate marketing data to make informed communication decisions. Analyze the financial and economic impacts of sports and events. Gain the knowledge and skills for careers in sport and event marketing.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes
- **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) **PROJECT MANAGEMENT I**

GS112X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** No **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes
- **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** No **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes
- **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None

ENTREPRENEURSHIP I HONORS

ME115X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended

Recommended Maximum Enrollment: 30

This Honors course extends learning of Entrepreneurship I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by identifying market trends, evaluating consumer needs and wants, and developing solutions to address consumer problems by proposing a new product or service.

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes
- **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes ● **Aligned Industry Credential:** Venture Entrepreneurial Expedition

HUMAN SERVICES

Counseling and Mental Health

Counseling and Mental Health (CMHC)			
Recommended Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FE60 Child Development	FC13 Counseling and Mental Health I	FC14 Counseling and Mental Health II	WS10 CTE Advanced Studies HUMA
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		FC11 Principles of Family and Human Services	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		Family, Career, and Community Leaders of America (FCCLA)	

CHILD DEVELOPMENT

FE602X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children. Gain the knowledge and skills for careers in early childhood development and services.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No
Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH I

FC132X0 1 CREDIT

Prerequisite: None, FE60 Child Development recommended

Required Maximum Enrollment: 25

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No
Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH II

FC142X0 1 CREDIT

Prerequisite: FC13 Counseling and Mental Health I

Required Maximum Enrollment: 25

Focus on the classification of mental health disorders. Inspire an understanding of mental health theories and treatments. Explore how human brain functions affect mental health. Gain the knowledge and skills for careers in counseling and mental health.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes
Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Pre-Professional Assessment and Certification in Family and Community Services

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop skills needed for personal and professional success. Integrate life literacy abilities through understanding food management, financial skills, and housing options to achieve optimal well-being. Understand individual, family, and community systems. Gain the knowledge and skills for careers in human services.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes
Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

Early Childhood Development and Services

Early Childhood Development and Services (EACH)		
Prerequisite	Concentrator	Career Pathway Major
FE60 Child Development	FE11 Early Childhood Education I	FE12 Early Childhood Education II WS10 CTE Advanced Studies HUMA
Supplemental Employability Skills Courses	0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses	FC11 Principles of Family and Human Services FC13 Counseling and Mental Health I	
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations	Family, Career, and Community Leaders of America (FCCLA)	

CHILD DEVELOPMENT

FE602X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children. Gain the knowledge and skills for careers in early childhood development and services.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

EARLY CHILDHOOD EDUCATION I HONORS

FE115X0 2 CREDITS

Prerequisite: FE60 Child Development AND students must be 15 by the 10th day of class. *For safety reasons and intern placement, enrollment should not exceed 20 students.*

Acquire the knowledge and skills needed to provide developmentally appropriate practices in high quality early childhood education programs. Explore ways of creating a child-centered approach to curriculum planning that includes the use of space, materials, relationships, play, and observations. Participate in practical hands-on internship working within the early childhood classroom, learn how to meet the individual needs of children with varying abilities, and reflect on learning experiences and their impact on children. Gain the knowledge, skills, and industry credential for careers in early childhood development and services.

- * Students are required to complete a TB screening and health questionnaire prior to interning. A criminal background check may also be required by the internship site. • **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes

Job Shadowing: Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** No **Service Learning:** Yes • **Aligned Industry Credential:** CPR, First Aid, North Carolina Early Childhood Credential (NCECC)

EARLY CHILDHOOD EDUCATION II HONORS

FE125X0 2 CREDITS

Prerequisite: FE11 Early Childhood Education I

For safety reasons and intern placement, enrollment should not exceed 20 students.

Participate in the planning, creation, and adaptation of developmentally appropriate learning environments. Focus on curriculum, teaching practices, and learning materials through the internship experience. Teach children the importance of art and creativity. Gain the knowledge and skills for careers in early childhood education and services.

- * Students are required to complete a TB screening and health questionnaire prior to interning. A criminal background check may also be required by the internship site. • **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

• **Aligned Industry Credential:** None

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop skills needed for personal and professional success. Integrate life literacy abilities through understanding food management, financial skills, and housing options to achieve optimal well-being. Understand individual, family, and community systems. Gain the knowledge and skills for careers in human services.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** No **Service Learning:** Yes • **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH I

FC132X0 1 CREDIT

Prerequisite: None, FE60 Child Development recommended

Required Maximum Enrollment: 25

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No **Job Shadowing:** Yes **Mentorships:** No **School Based Enterprises:** No **Service Learning:** Yes • **Aligned Industry Credential:** None

Food and Nutrition (FONU)		
Prerequisite	Concentrator	Career Pathway Major
FN41 Food and Nutrition I	FN42 Food and Nutrition II	FN43 Food Science and Technology WS10 CTE Advanced Studies HUMA
Supplemental Employability Skills Courses	0I00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses	FC11 Principles of Family and Human Services FH10 Culinary Arts and Hospitality I	
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations	Family, Career, and Community Leaders of America (FCCLA)	

FOOD AND NUTRITION I

FN412X0 1 CREDIT

Prerequisite: None

For safety and sanitation reasons, enrollment should not exceed 20 students.

Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ServSafe Food Handler

FOOD AND NUTRITION II

FN422X0 1 CREDIT

Prerequisite: FN41 Food and Nutrition I

For safety and sanitation reasons, enrollment should not exceed 20 students.

Expand knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ServSafe Food Protection Manager

FOOD AND NUTRITION II HONORS

FN425X0 1 CREDIT

Prerequisite: FN41 Food and Nutrition I

For safety and sanitation reasons, enrollment should not exceed 20 students.

This Honors course extends learning of food systems and the impact of nutrition on wellness by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by analyzing current trends in nutrition sciences fields, exploring the relationship between food systems and communities, and modifying recipes to meet various dietary needs. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ServSafe Food Protection Manager

Technology Engineering and Design

Technology Engineering Design (TEND)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
N/A	CT10 Technology Engineering and Design	CT11 Technological Design CT12 Engineering Design	WI15 CTE Internship STEM WS15 CTE Advanced Studies STEM
Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management	
Supplemental Technical Courses		GS11 Project Management I MM51 Marketing I	
Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Career and Technical Student Organizations		Technology Student Association (TSA)	

TECHNOLOGY ENGINEERING AND DESIGN

CT102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No- Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship Yes School based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGY ENGINEERING AND DESIGN HONORS

CT105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No- Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship Yes School-based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGICAL DESIGN

CT112X0 1 CREDIT *Prerequisite:*

CT10 Technology Engineering and Design Recommended Maximum Enrollment: 25

Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community. Gain the knowledge and skills for careers in the Technology Engineering and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School-based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGICAL DESIGN HONORS

CT115X0 1 CREDIT

Prerequisite: CT10 Technology Engineering and Design Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School-based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

ENGINEERING DESIGN

CT122X0 1 CREDIT *Prerequisite:*

CT10 Technology Engineering and Design Recommended Maximum Enrollment: 25

Explore the elements of design as a team to analyze factors that lead to design improvements. Establish constraints from outside factors within designs. Engineering a solution for a problem within one of the grand challenges of engineering. Gain the knowledge and skills for careers in the Technology, Engineering, and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-apprenticeship Yes School -based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials recommended

Recommended Maximum Enrollment: 30

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

- **Work-Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • **Aligned Industry Credential:** CIW Social Media Strategist

Supplemental Courses

**CTE INTERNSHIP
CTE INTERNSHIP HONORS**

**REQUEST SPECIFIC CAREER PATHWAY CODE
REQUEST SPECIFIC CAREER PATHWAY CODE**

1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience realworld application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: No Internship: Yes Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

**CTE ACADEMY INTERNSHIP (Career Academy Students Only)
CTE ACADEMY INTERNSHIP HONORS (Career Academy Students Only)**

**REQUEST SPECIFIC CAREER PATHWAY CODE
REQUEST SPECIFIC CAREER PATHWAY CODE**

CTE APPRENTICESHIP

REQUEST SPECIFIC CAREER PATHWAY CODE

1 CREDIT

Prerequisite: Two technical credits in one Career Cluster

Recommended Maximum Enrollment: 20

Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real-world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career in the career

cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

- **Work Based Learning Opportunities: Apprenticeship:** Yes **Business and Industry Field Trips:** No **Cooperative Education:** No **Internship:** No **Job Shadowing:** No **Mentorships:** No **School Based Enterprises:** No **Service Learning:** No
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

English Language Arts Courses

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

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I **10212X0** **1 CREDIT**
This academic course is designed for the student who aspires to post-secondary college or career experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH I HONORS **10215X0** **1 CREDIT**
This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ENGLISH II **10222X0** **1 CREDIT**
Prerequisite: English I
This academic world literature course is designed for the student who aspires to post-secondary college or career experience. This class focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH II HONORS **10225X0** **1 CREDIT**
Prerequisite: English I
This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ENGLISH III **10232X0** **1 CREDIT**
Prerequisite: English II
This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH III HONORS **10235X0** **1 CREDIT**
Prerequisite: English II
This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

AP ENGLISH LANGUAGE AND COMPOSITION **1A007X0** **1 CREDIT**
Prerequisite: English II, honors-level recommended
This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the AP Exam in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board AP Exam.

ENGLISH IV **10242X0** **1 CREDIT**
Prerequisite: English III
This academic British literature course is designed for the student who aspires to post-secondary college or career experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH IV HONORS**10245X0 1 CREDIT***Prerequisite: English III*

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

AP ENGLISH LITERATURE AND COMPOSITION**1A017X0 1 CREDIT***Prerequisite: English III, honors-level recommended*

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

ENGLISH ELECTIVE COURSES**AFRICAN AMERICAN LITERATURE****10252X0A 1 CREDIT**

This course explores African American writing and its relationship to American history and culture. Students study critical theories of African American literature and the contexts of cultural criticism through selected works by African American writers.

CREATIVE WRITING I**10252X0D 1 CREDIT**

This course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, and content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence and publication of a literary magazine.

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

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

THE HUMAN EXPERIENCE HONORS**10255X0B 1 CREDIT**

This literature-based course is intended for those students interested in exploring different aspects of the human experience. Divided into five units, the course explores how, through literature, we approach and define our understanding of what it means to be human. By exploring how literature and other forms of writing approach art, history, philosophy, and religion, students will gain a better understanding of the human experience.

TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE**10252X0M 1 CREDIT**

This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of work, do research, and develop projects

YEARBOOK I**10312X0A 1 CREDIT***Recommended prerequisite(s): Application and teacher recommendation*

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

YEARBOOK II**10322X0H 1 CREDIT***Recommended prerequisite(s): Yearbook I, application, and teacher recommendation*

The second-level yearbook course is designed to help students refine their skills in copywriting, proofing, photography, and layout planning. Students deepen their understanding of advertising.

YEARBOOK II HONORS**10325X0D 1 CREDIT***Recommended prerequisite(s): Yearbook I and teacher recommendation*

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

YEARBOOK III**10332X0A 1 CREDIT***Recommended prerequisite(s): Yearbook I, Yearbook II, and teacher recommendation*

Students who have completed Yearbook I and II and who desire to refine skills in planning, layout, and technology may elect this course. In addition to the development of higher-level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.

YEARBOOK III HONORS**10335X0A 1 CREDIT***Recommended prerequisite(s): Yearbook I, Yearbook II HONORS, and teacher recommendation*

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

English as a Second Language Courses

Students whose home language is not English and who are identified as Multilingual Learners 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 can take both semesters of a level, but it is not a requirement. Students can repeat the same course level for original credit. Please refer to the WCPSS Language Assistance Program for English Learners Overview for additional information regarding language level support for English Learners. The ESL teacher is the best resource for making decisions regarding course changes.

When scheduling and placing students in ESL courses, please pay particular attention to how this placement may have an impact on the student's progress toward graduating on cohort.

ESL APPLIED

10382X0C

1 CREDIT

This course is recommended for Multilingual Learners who are Newcomers (first year in U.S. schools) and at the Comprehensive level of support (Entering Level 1) on the reading and writing subtests of the WIDA Screener. These Multilingual Learners have had very limited or no exposure to the English language and limited or interrupted formal education. Students at this level may struggle significantly to manage classroom content and require extensive scaffolding and modification to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 10-12 students.

ESL I

10382X02 (Part I)

1 CREDIT

10382X03 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Comprehensive level of support (Entering Level 1) and/or Emerging (Level 2) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in this course tend to be in Year 1 or Year 2 of schooling in the U.S., have very limited or no English language proficiency, struggle significantly to manage classroom content and require extensive scaffolding and modification to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 10-12 students.

ESL II

10382X04 (Part I)

1 CREDIT

10382X05 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Comprehensive / Moderate level of support (Emerging Level 2 and/or Developing Level 3) on the Reading and Writing subtests of the WIDA screener or ACCESS tests. Students in the course tend to be in Year 2, Year 3, or Year 4 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and some academic topics, may be able to manage grade-level content with language scaffolds and require moderate scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 12-15 students.

ESL III

10382X06 (Part I)

1 CREDIT

10382X062 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Moderate level of support (Developing Level 3 and/or Expanding Level 4) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in the course tend to be in Year 3 or Year 4 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and many academic topics, may be able to manage grade-level content with language scaffolds and require minimal scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 15 students.

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

60492X0 1 CREDIT

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

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

HEALTHFUL LIVING I HONORS

60495X0 1 CREDIT

The completion of Healthful Living I meets the North Carolina high school graduation requirement for Healthful Living. The Honors Healthful Living I course presents high rigor learning opportunities to meet the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives.

Physical education components go beyond the standard Healthful Living I offering using student-led project coursework which demands higher-level knowledge of Physical Education principles. Health components go beyond the standard Health Education offering by blending neuroscientific principles with behavioral health concepts.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

PHYSICAL FITNESS I	60602X0	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.		
WEIGHT TRAINING AND CONDITIONING I	60292X0A	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</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
<i>Recommended prerequisite(s): Weight Training and Conditioning I</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.		
WEIGHT TRAINING AND CONDITIONING III	60292X0L	1 CREDIT
<i>Recommended prerequisite(s): Weight Training and Conditioning I & II</i>		
This course is for students interested in trying some advanced lifting and exercise techniques which may include Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.		
TEAM SPORTS I	60292X0J	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership.		
TEAM SPORTS II	60292X0K	1 CREDIT
<i>Recommended prerequisite(s): Team Sports I</i>		
This course is designed to include the development of a greater in-depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.		
LIFETIME SPORTS I	60292X0D	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
Standard Version - This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickleball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis on skill development, game strategies, and safety.		
Unified Sports Version - This course is designed to promote the Special Olympics Unified Sports model. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Students will team together to participate in Lifetime Sports Activities and tournaments with the goal of attaining skills and cultivating relationships.		
LIFETIME SPORTS II	60292X0E	1 CREDIT
<i>Recommended prerequisite(s): Lifetime Sports I</i>		
This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.		
SPORTS MEDICINE I	60632X0	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness</i>		
This course is designed for students interested in the career of athletic training. The primary focus includes, but is not limited to, the following topics: The Athletic Training/Sports Medicine (ATSM) Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sport injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/blood borne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.		
SPORTS MEDICINE II	60642X0	1 CREDIT
<i>Recommended prerequisite(s): Sports Medicine I</i>		
This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes but is not limited to the following topics: human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.		

SPORTS MEDICINE III HONORS**60655X0 1 CREDIT***Recommended prerequisite(s): Successful completion of Sports Medicine I and II*

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

SPORTS MEDICINE IV HONORS**60665X0 1 CREDIT***Recommended prerequisite(s): Successful completion of Sports Medicine I, II, and III*

Sports Medicine IV Honors provides global exploration of important health topics through a societal lens. This course can only be taught by a nationally certified athletic trainer. This is a two-part course. The first portion is a student driven research project of a predetermined instructor assigned health topic that is encountered in the field of athletic training. Small student learning groups will independently research their topic to an extensive level in order to create a product that is used to educate their peers. The product must include hands-on learning activities, delivery of content that utilizes technology, and a summative assessment tool. The second portion of the course requires the American Red Cross (ARC) certified instructor to lead students through the process of Emergency Response certification. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification. This course expands on the state standards for Healthy Living and Biology and infuses clinical application of medical skills and health literacy.

LEADERSHIP-BASED ELECTIVE COURSES**PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)****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**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 different grade levels and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

JROTC Courses

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

NAVY (Cary High School Only, *Rolesville High School is participating in Navy National Defense Cadet Corps in the 2025-2026 school year and will utilize the NJROC courses)

Navy Junior Reserve Officer Training Course (NJROTC) is designed as a four-year program. Participation is voluntary and cadets may choose to take a NJROTC course each semester or selectively as long as the prerequisite courses have been previously completed or permission of the NJROTC instructor is granted. One year of Healthful Living credit is awarded to students who complete Naval Science/Healthful Living I and Naval Science/Healthful Living V. This fulfills the Healthful Living requirement for high school graduation. NJROTC courses beyond level I are identified as advanced electives under the North Carolina Academic Scholars Program. NJROTC classes are challenging, active, and fun. The goal of the program is to prepare students to be good citizens and leaders. Classes meet one period daily and each course includes instruction on drill and physical fitness. The academic, drill, and physical fitness components of the curriculum are prepared by the U. S. Navy and textbooks are provided through the Chief of Naval Education and Training (CNET). The Navy provides textbooks and uniforms to each student free of charge. The uniforms must be worn once per week at a minimum and to other appropriate cadet functions as designated by the SNSI. All students/parents are required to complete an annual health screening questionnaire and to have an annual Wake County Sports Physical no later than September 1st each school year. All NJROTC courses have time during class devoted to drill and physical training. Trips to various military facilities provide a look at military personnel, equipment, training, and activities.

Naval Junior ROTC is a complete program and offers a variety of co-curricular competitive and non-competitive activities. The unit performs school, community, and unit service as well as performing in parades and in color guards at school and in the community. The unit also sponsors voluntary, competitive, co-curricular teams in Academics, Color Guard, Drill, Field Team, Marksmanship (sport and precision division), Orienteering, and Physical Fitness. Cadets have opportunities annually to attend various summer camps to build their professional knowledge and enhance their skills. The co-curricular activities are designed to build camaraderie and a sense of belonging among the cadets and provide them opportunities to build their social and leadership skills in a variety of enjoyable and challenging activities. Cadets earn merit ribbons, medals and promotions based on their in-class performance, co-curricular participation, and displayed followership and leadership. Superior participation in the co-curricular activities may result in earning a Cary High School Letter. Students who have participated in NJROTC one or more semesters, and who are committed to returning to another NJROTC course the following, semester may wear the uniform weekly (all day on uniform day and participation in other required events, inspections parades etc.) and remain eligible during the off semester for NJROTC extra-curricular activities.

No military service obligation is incurred as a result of NJROTC participation. There are, however, some significant benefits, which cadets can earn through participation and demonstrated success in NJROTC. These include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

NJROTC I/HEALTHFUL LIVING I A

95012X0A 1 CREDIT

The Naval Science/Healthful Living I curriculum includes Introduction to Leadership; Naval Ships; Mission and Organization; The Navy and the People in a Democracy; Maritime Geography; Sea Power; Naval History to 1860; Oceanography; Introduction to Navigation and Time; Basic Seamanship; and First Aid. Physical education components include fitness, training, personal fitness and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I A and Naval Science Healthful Living I B.

NJROTC II /HEALTHFUL LIVING I B

95022X0B 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living I A

The Naval Science/Healthful Living II curriculum includes Leadership in NJROTC, Naval Orientation; Planning; Citizenship in a Democracy and Under Other Forms of Government; Naval History: 1860 through 1945; Naval Ships and Shipboard Evaluations; Naval Weapons: Gunnery, Guided Missiles and Mines; Navigation Fundamentals and Rules of the Road; Small Boat Seamanship; and Survival Training and Orienteering. Physical education components include fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and stress management. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I A and Naval Science/Healthful Living I B.

NJROTC III

95032X0A 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living II

This curriculum includes advanced instruction in Leadership, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1945 to the Gulf War, Meteorology and Weather, Naval Intelligence and National Security, Maneuver Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

NJROTC III HONORS

95035X0A 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living II

The Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Shipboard Organization and Watch Standing, Seamanship (to include deck, equipment and small boat), Maine Navigation, Rules for the Road and Maneuvering Board, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. These studies focus on biographies of military, political, business, and industrial leaders and challenge students to analyze their endeavors. Case studies of battles and business are also included. Students are required to complete numerous independent readings and at least two books and two papers are required during the. This course is presented in an open discussion format. Students may receive honors credit in Naval Science III Honors one time only.

NJROTC IV

95042X0A 1 CREDIT

Recommended prerequisite(s): Naval Science III

Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The intent is to assist fourth year cadets in understanding leadership and applying it within the context of the unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success, throughout the year. A variety of historical leadership situations, institutions, and personalities are studied, and cadets are required to write papers and make presentations about their research and findings. Preparation for the practical leadership course requires several sessions of orientation to ensure development of unit goals, procedures, and requirements. Weekly reading assignments from selected leadership texts are required along with classroom presentations. The cadets use this course to provide leadership and direction for the school's NJROTC unit.

NJROTC IV HONORS

95045X0A 1 CREDIT

Recommended prerequisite(s): Naval Science III

This is an honors level course in applied leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and project leadership are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership positions to better understand leadership and management through application in the context of the NJROTC unit. In their positions of leadership these students learn to analyze and determine the factors contributing to varying degrees of success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities, and institutions. Cadets do extensive outside readings, prepare papers, and present oral presentations to the class. Preparation for the practical leadership applications requires weekly after school seminars and co-curricular participations. Two major projects per semester fulfill the "product requirement" for the course. Students are assigned participation and leadership roles for a variety of community services, school service, and unit service projects conducted by the NJROTC unit and selected jointly by the instructor and cadet leadership. This course specifically helps hone the training of unit leaders and provides a decision-making forum for the corps of cadets. Students may receive honors credit in Naval Science IV Honors one time only.

LEADERSHIP, DRILL AND CEREMONIES

95022X0D 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living I

Note: Students can take this course more than once and receive credit.

This course consists of advanced instruction in all levels of Naval Service Drill and Ceremonies with particular emphasis on student participation in leadership roles at the Cadet Petty Officer, Chief Petty Officer, and Junior Officer Level. Topics of instruction include History of Military Customs, Courtesies, Etiquette, and Ceremonies, Squad, Platoon, Company and Battalion Drill and Ceremonies, Manual of Arms with the Sword, Guidon Manual, National and Organizational Flags and Color Guards, Parades, Inspection, Armed and Unarmed Exhibition Drill, and Personal and Unit Physical Fitness. This is a physically active course conducted outdoors.

LEADERSHIP, DRILL, AND CEREMONIES HONORS

95025X0 1 CREDIT

Prerequisites: Naval Science/Healthful Living I and Leadership, Drill and Ceremonies or NS-1 and at least two years of successful drill team

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

Mathematics Courses

The high school mathematics course of study is based upon the NC Math Standards adopted by the North Carolina State Board of Education in June 2016. The standards for the fourth math courses were revised and adopted in August 2019 and will be implemented in 2020-2021. 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 [Math Sequences](#). Please note that this document does not include every possible path. Please talk with your school counselor about which path is best for you / your student.

INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)

20202X0 1 CREDIT

Introductory Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include simplifying expressions and solving one-variable equations and inequalities; one-variable statistics; different representation of functions; linear functions; the Pythagorean theorem; volume; solving systems of linear equations; graphing line of best fit; and operations with polynomials. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

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 1 HONORS

21095X0 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. *Honors NC Math 1 explores content at a highly rigorous level to begin students' preparation for advanced math courses. Students are expected to be able to appropriately explain and justify their solution process through both verbal and written formats.* 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.

FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT)

20912X0 1 CREDIT

Recommended prerequisite(s): Marginal proficiency in NC Math 1

Foundations of NC Math 2 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 2. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

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.

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 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.

FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT)

20922X0 1 CREDIT

Recommended prerequisite(s): Marginal proficiency in NC Math 2

Foundations of NC Math 3 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 3. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

NC MATH 3

23092X0 1 CREDIT

Recommended prerequisite(s): 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 their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice applies 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 and 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.

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 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 applies 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 and 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.

MATH COURSES BEYOND NC MATH 3

The following mathematics courses are accepted as the 4th level mathematics course required for graduation under the Future Ready Core. With the exception of AP

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

NC MATH 4

24092X0 1 CREDIT

Recommended prerequisite(s): NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions.

NC MATH 4 HONORS

24095X0 1 CREDIT

Recommended prerequisite(s): Honors NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions.

AP PRECALCULUS

2A047X0 1 CREDIT

Recommended prerequisite(s): Honors NC Math 3

In AP Precalculus, students will explore everyday situations using mathematical tools and lenses. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. This course is designed for students pursuing careers in STEM-related fields and will prepare students for higher level mathematics and science courses. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HONORS

24015X0 1 CREDIT

Recommended prerequisite(s): Honors NC Math 4 or Precalculus

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

AP STATISTICS

2A037X0 1 CREDIT

Recommended prerequisite(s): Honors NC Math 3, NC Math 4, NC Math 4 Honors or Precalculus

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

AP 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 AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

AP 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 AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

Science Courses

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

BIOLOGY

INTRODUCTION TO THE PRINCIPLES OF BIOLOGY

30202X0A 1 CREDIT

This course introduces students to the major guiding principles of Biology – structures & processes of organisms, ecosystems, heredity, and biological evolution. Content material will be presented with an emphasis on project-based learning, literacy, and the 4 C's (communication, critical thinking, creativity, and collaboration). Students will develop analytical skills through the interpretation of scientific data and the incorporation of other research to support their arguments. This course is designed to precede the standard Biology course.

BIOLOGY

33202X0 1 CREDIT

BIOLOGY HONORS

33205X0 1 CREDIT

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

AP BIOLOGY

3A007X0 1 CREDIT

Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

(Important Note: Students without a valid Biology EOC score or code will be expected to participate in the State EOC administration when enrolling in AP or IB Biology.)

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

35352X0A 1 CREDIT

MARINE ECOLOGY

Recommended prerequisite(s): Biology

The interrelationships among marine organisms and the physical, chemical, geological, and biological factors in their environment are the focus of this course. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail. Laboratory and field experiences are major components of the course. The honors course is taught in greater depth and magnitude.

PRINCIPLES OF HUMAN INHERITANCE HONORS

30205X0D 1 CREDIT

Recommended Prerequisite(s): Biology and completed or concurrent enrollment in Chemistry

This course is designed to examine the transmission of traits from generation to generation with an emphasis on patterns of inheritance in humans. Students will study issues generated by biotechnology and how new technology is transforming research, industry, agriculture and our everyday lives, from the medical tests we take to the food we eat.

ANATOMY AND PHYSIOLOGY HONORS

33305X0 1 CREDIT

Recommended prerequisite(s): Biology

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

CHEMISTRY

CHEMISTRY HONORS

34205X0 1 CREDIT

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

Chemistry is the study of the composition and properties of matter. It introduces the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Concepts and principles of chemistry are presented in great depth and at a rapid pace. Theoretical and mathematical relationships in chemistry are studied. Students perform extensive research, independent study, and laboratory work. Laboratory experiences and demonstrations are integral parts of this course.

EARTH SCIENCE

EARTH SCIENCE/ENVIRONMENTAL SCIENCE

35012X0 1 CREDIT EARTH SCIENCE/ENVIRONMENTAL SCIENCE HONORS

35015X0 1 CREDIT

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. The 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.

35402X0 1 CREDIT

ASTRONOMY

Recommended Prerequisite(s): Earth Science /Environmental Science

The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered using laboratory and field activities.

30202X0L 1 CREDIT

INTRODUCTION TO METEOROLOGY

Recommended Prerequisite(s): Earth Science /Environmental Science

This course focuses on inquiry into atmospheric conditions. Emphasis is placed on weather patterns, cycles of energy, interpreting and analyzing weather models, surface conditions, pollution, upper-air conditions, weather mapping, and climatological patterns. Laboratory work is a major component of this course.

AP ENVIRONMENTAL SCIENCE

3A027X0 1 CREDIT

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

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

PHYSICAL SCIENCE

PHYSICAL SCIENCE

34102X0 1 CREDIT

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

PHYSICS

PHYSICS HONORS

34305X0 1 CREDIT

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

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics. Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

AP PHYSICS I-ALGEBRA BASED

3A057X0 1 CREDIT

Recommended Prerequisite(s): Completed Math 3 and be comfortable with algebraic manipulation and right triangle trigonometry

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

Physics I: unlike AP Physics B, which recommends a prior high school physics course, no prior course work in physics is necessary for students to enroll in AP Physics I.

AP PHYSICS II –ALGEBRA BASED

3A067X0 1 CREDIT

Recommended Prerequisite(s): AP Physics I, completed or concurrent enrollment in Precalculus or equivalent

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

ADDITIONAL SCIENCE COURSES

FORENSIC SCIENCE HONORS

30205X0A 1 CREDIT

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

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques.

FORENSIC SCIENCE 2 HONORS

30205X0A2 1 CREDIT

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

This course is intended as a continuation of the current Forensic Science course offering. The units of study will have a natural flow, the scope and depth of the course will be differentiated from Forensic Science 1 in the topics covered, complexity and expectation of student work products. In this course, students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations including crimes, negligence, and accidents. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques, and evaluation of novel academic research.

30205X0E 1 CREDIT

RESEARCH METHODS AND TECHNIQUES HONORS

Recommended prerequisite(s): NC Math 1 and Biology

This course provides extended, hands-on experience with tools, materials, and techniques used in biological, agricultural, and physical science research and application. Instruction includes appropriate methods for experimental design and implementation, data collection, and presentation of results. The honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

Social Studies Courses

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

REQUIRED SOCIAL STUDIES COURSES

WORLD HISTORY 43032X0 1 CREDIT WORLD HISTORY HONORS 43035X0 1 CREDIT

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY 43182X0 1 CREDIT FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY HONORS 43185X0 1 CREDIT

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens as well as how it has evolved over time.

AMERICAN HISTORY 43112X0 1 CREDIT AMERICAN HISTORY HONORS 43115X0 1 CREDIT

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.).

ECONOMICS & PERSONAL FINANCE 43192X0 1 CREDIT ECONOMICS & PERSONAL FINANCE HONORS 43195X0 1 CREDIT

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

SOCIAL STUDIES ELECTIVES

21ST CENTURY GLOBAL GEOGRAPHY 45052X0 1 CREDIT 21ST CENTURY GLOBAL GEOGRAPHY HONORS 45055X0 1 CREDIT

This geography course will emphasize the increasing interconnectedness of the Earth's people due to globalization and spatial variation. While the origins of globalization are debatable, this process has been significantly amplified with the onset of the new communication technologies that have improved economic, political, social, cultural, historic, and geographic connection among individuals, groups, and nations. Students will learn about the awareness of how the positive or negative possibilities of these connections are paramount to individual improvement and the advancement of humanity.

AFRICAN AMERICAN STUDIES 46012X0 1 CREDIT AFRICAN AMERICAN STUDIES HONORS 46015X0 1 CREDIT

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

HOLOCAUST AND GENOCIDE STUDIES 48032X0 1 CREDIT HOLOCAUST AND GENOCIDE STUDIES HONORS 48035X0 1 CREDIT

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

CONTEMPORARY LAW AND JUSTICE 48002X0J 1 CREDIT CONTEMPORARY LAW AND JUSTICE HONORS 48005X0J 1 CREDIT

This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS 48002X0D 1 CREDIT LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS HONORS 48005X0D 1 CREDIT

The first half of this course focuses on the Vietnam War and related issues. Topics include geography, history, and culture of Vietnam; the ethical questions that arose during the conflict; the events of the social protest movement; worldwide response and involvement in Vietnam; problems of Vietnamese refugees and U.S. veterans; and Vietnam today. The second half is designed as a study of the major trends and issues in the post-World War II era with an insight into the growing interdependence of nations of the world. Emphasis is placed on the decision-making process of the United States in the field of foreign affairs. Recent problems, policies, and programs of the United States are analyzed.

PSYCHOLOGY HONORS

44035X0 1 CREDIT

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

**RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY
CREDIT****48002X0A 1 CREDIT RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY HONORS 48005X0G 1**

This course is a survey introducing students to religious expression across cultures and to the world religions of Hinduism, Buddhism, Judaism, Christianity, Islam, and Chinese religions. Students will examine religious tenets, practices, responses, and institutions and their impact upon world history and contemporary life. Learners will also explore primary religious texts and scriptures, including the Tanakh, the Bible, the Koran, the Bhagavad Gita, the Analects, the Tao Te Ching, and the Dhammapada, and their impacts on religious traditions, adherents, and the modern world.

SOCIOLOGY HONORS**44005X0 1 CREDIT**

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

ADVANCED PLACEMENT COURSES**AP EUROPEAN HISTORY****4A017X0 1 CREDIT**

Recommended Prerequisite (s): World History

The focus of this course is from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board AP Exam.

AP HUMAN GEOGRAPHY**4A027X0 1 CREDIT**

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

AP PSYCHOLOGY**4A057X0 1 CREDIT**

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

AP US GOVERNMENT AND POLITICS**4A067X0 1 CREDIT**

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

AP UNITED STATES HISTORY**4A077X0 1 CREDIT**

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

AP WORLD HISTORY: MODERN**4A097X0 1 CREDIT**

The course begins in 1200 CE, and students will begin the course with a study of civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students enrolled in this course are expected to take the College Board AP Exam.

AP AFRICAN AMERICAN STUDIES**4A107X0 1 CREDIT**

This course allows students to explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course draws from a variety of fields; history, literature, the arts, geography, science, and law to explore the vital contributions and experiences of African Americans. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Students enrolled in this course are expected to take the College Board AP Exam.

Special Education Courses

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

DIPLOMA COURSES

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

The Curriculum Assistance elective (CA) provides specially designed instruction for students who access the standard course of study. The primary focus of CA is to provide specially designed instruction on students' IEP goals, progress monitor IEP goals, and support students in their general education classes. Curriculum Assistance may provide a variety of self-advocacy, organizational or study skills dependent on the needs of the students enrolled in the class. Skills taught in CA may include how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy, Math and Writing skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

CURRICULUM ASSISTANCE RESOURCE HI	96102X0T	1 CREDIT
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This is a language-based Curriculum Assistance (CA) designed specifically for hearing impaired students.

CURRICULUM ASSISTANCE RESOURCE VI	96102X0U	1 CREDIT
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This is Curriculum Assistance (CA) designed specifically for visually impaired students utilizing adaptive materials and assistive technology.

INDEPENDENT STUDY SKILLS	96102X0W	1 CREDIT
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Recommended prerequisite(s): Teacher recommendation

The student works independently in a special area of concentration determined by the student's IEP goals and objectives.

INTRODUCTION TO COMMUNICATION SKILLS (READING)	96102X0P	1 CREDIT
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This program focuses on basic reading and writing skills. Assignments, materials, and lesson presentations are modified based on the student's abilities. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, spelling patterns, handwriting, and simple written expression.

HIGH SCHOOL READING	96102X0SP	1 CREDIT
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The high school reading course is designed for students who exhibit specific deficits in phonic decoding and word recognition as evidenced by diagnostic assessment. Intensive, systematic, and explicit instruction will focus on the most basic to advanced phonics skills including spelling. Skills will be taught and practiced until automaticity is achieved at which point fluency will be taught and practiced. Multi-sensory strategies for both reading and spelling may be used to aid in the learning process. Additionally, the identification and meaning of prefixes, suffixes and roots will be addressed with more advanced learners. Pre and post tests, placement tests, reading and spelling tests will be used to determine mastery as well as inform instruction.

MATH COURSE

Specially Designed Instruction to address documented Math needs as stated in the student's IEP will be addressed through accommodations/modifications and inclusive service delivery in the general education setting. Curriculum Assistance courses may support additional math needs to address student goals.

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

OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study (OCS) is available for those students with disabilities who are specifically identified for the pathway. OCS follows the standard course of study and meets the requirements for a NC HS diploma. OCS includes course work and requires the completion of 600 vocational training hours. OCS is intended to meet the needs of a small population of students with disabilities and focuses on post-secondary vocational skills, employment and independent living. The Occupational Course of study will be an appropriate alternative that is beyond the scope of services within the future ready core general education. Eligibility for participation in the Occupational Course of Study is determined by the Individual Education Program (IEP) Team, which includes school personnel, students, and parents.

EMPLOYMENT PREP I SCIENCE	9260BX0	1 CREDIT
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This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Employment Prep courses. Students will also begin their career portfolios and explore the six categories of employability skills.

EMPLOYMENT PREP II CITIZENSHIP 1A	9261BX0 1 CREDIT	EMPLOYMENT PREP II CITIZENSHIP 1B	9262BX0 1 CREDIT
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This course emphasizes the development of skills generic to all careers including resource management, communication, interpersonal skills, technology, stamina, endurance, safety, mobility, motor, teamwork, sensory, problem-solving, cultural diversity, information acquisition/management, and self-management. This course focuses on providing students with a repertoire of basic skills that serve as a foundation for future career applications. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined. Students must schedule 2 periods.

Students will continue developing their career portfolios and begin to apply developing skills from the six categories of employable skills.

EMPLOYMENT PREP III CITIZENSHIP 2A	9263BX0 1 CREDIT	EMPLOYMENT PREP III CITIZENSHIP 2B	9264BX0 1 CREDIT
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This course is designed to allow students to continue the development and begin the application of skills learned in Employment Prep I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple

opportunities for leadership development and self-determination are provided. Students must schedule 2 periods. Students will continue work on their career portfolios and begin to independently apply skills mastered from studying the six categories of employable skills.

EMPLOYMENT PREP IV MATH

9265BX0 1 CREDIT

This course gives students the opportunity to synthesize all the skills acquired in previous Employment Prep courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the **225** hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Students will also engage in Person Centered/Driven Planning, and explore Federal regulations associated with public health in addition to finalizing career portfolios and transferring skills mastered from experience with the six categories of employability skills.

VOCATIONAL EXPERIENCE CAREER TRAINING

9610BX0A 1 CREDIT

This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site.

ENGLISH LANGUAGE ARTS

ENGLISH I

9210BX0 1 CREDIT

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

ENGLISH II

9211BX0 1 CREDIT

This academic world literature course is designed for the student who aspires to post-secondary community college or career experience. This class focuses on reading, writing, speaking and listening, and language. Writing instruction at this level focuses on mechanical correctness, fluency, and structure.

ENGLISH III

9212BX0 1 CREDIT

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

ENGLISH IV

9213BX0 1 CREDIT

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

MATH

INTRODUCTION TO MATHEMATICS

9220BX0 1 CREDIT

This curriculum focuses on the understanding of rational numbers, the application of mathematical operations, the application of ratios, proportions, and percents to solve problems, the use of two- and three-dimensional figures, the application of time and measurement skills, the application of algebraic properties, the understanding of patterns and relationships, and the understanding of data in terms of graphical displays, measures of center, and range.

NC MATH 1A (ELECTIVE CREDIT)

9610BX0E 1 CREDIT

NC Math 1A prepares students for the subsequent course, NC Math 1. Successful completion of both NC Math 1A and NC Math 1 will fulfill the NC Math 1 requirement. Students will receive two credits: NC Math 1A as an elective credit and NC Math 1 as the NC Math 1 CREDIT. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with NC Math 1, 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 1

9225BX0 1 CREDIT

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

FINANCIAL MANAGEMENT

9222BX0 1 CREDIT

This curriculum focuses on personal financial management, independent living, state and local income taxes, wages and compensation, credit, types of insurance, and the application of math skills to consumer practices.

SCIENCE

APPLIED SCIENCE

9231BX0 1 CREDIT

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

BIOLOGY

9232BX0 1 CREDIT

This 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.

SOCIAL STUDIES

AMERICAN HISTORY I

9247BX0 1 CREDIT

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

AMERICAN HISTORY II

9248BX0 1 CREDIT

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

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS

9249BX0 1 CREDIT

This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and microeconomics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand is framed to develop students' increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands are framed to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together, these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY

9251BX0 1 CREDIT

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

ECONOMICS & PERSONAL FINANCE

43192X0 1 CREDIT

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

OCS COURSES TAKEN ON NCVPS

These courses combine the expertise of the online teacher with the special education methods and strategies of the face-to-face teacher to ensure appropriate mastery of the curriculum standards for students participating in the OCS program.

GRADUATION CERTIFICATE REQUIREMENTS (ECS)

Content Area	For 9 th Graders Entering in 2022-2023	For 9 th Graders Entering in 2021-2022	For 9 th Graders Entering in 2019-2020
English	4 Credits English/LA I-IV (9310AX0-9313AX0)	4 Credits English/LA I-IV (9310AX0-9313AX0)	4 Credits
Mathematics	4 Credits Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	4 Credits Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	4 Credits
Science	3 Credits Applied Science, Biology A and Biology B	3 Credits Applied Science, Biology A and Biology B	3 Credits
Social Studies	4 Credits Economics and Personal Finance(9344AX0), Founding Principles of the USA and NC: Civic Literacy(9346AX0), American History(9345AX0), World History(9347AX0)	4 Credits Economics and Personal Finance (9344AX0), American History I (9342AX0), American History II (9343AX0), Civics and Governance (9340AX0)	3 Credits
Health & Physical Education	1 Credit Health & Physical Education	1 Credit Health & Physical Education	1 Credit Health & Physical Education
Electives	6 Credits NC Vocational Preparation, NC Health, Safety & Independent Living, 4 additional courses from Occupational Preparation and/or CTE	6 Credits NC Vocational Preparation, NC Health, Safety & Independent Living, 4 additional courses from Occupational Preparation and/or CTE	6 Credits Minimum of two (2) and Maximum six (6) elective credits must come from Extended Content Elective Courses: Vocational Preparation and Health, Safety & Independent Living. B. Additional elective courses may come from Occupational Preparation I, II, III, IV or Career Technical Education elective. (Elective credits were non-specific prior to 2019)
Total	22 Credits	22 Credits	21 Credits

CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS

SKILLS IN INDEPENDENT LIVING

9610AX0C 1 CREDIT

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

VOCATIONAL EXPERIENCE

9610AX0A 1 CREDIT

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

EMPLOYMENT ADJUSTMENT

9610AX0E 1 CREDIT

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

WORK RELATED BEHAVIOR

9610AX0D 1 CREDIT

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

SOCIALIZATION LEISURE SKILLS

9610AX0B 1 CREDIT

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

NC ELECTIVE HLTH, SAFETY, IND. LIVING

9390AX0 1 CREDIT

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community and recreational/leisure activities.

NC VOCATIONAL PREPARATION

9391AX0 1 CREDIT

This course is designed to allow exploration of interest and skills for postsecondary employment opportunities. Students learn necessary skills that will allow them essential components for workplace readiness and career preparation.

PHYSICAL EDUCATION

60292X0 1 CREDIT

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

ENGLISH/LANGUAGE ARTS

ENGLISH/LANGUAGE ARTS I

9310AX0 1 CREDIT

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

ENGLISH/LANGUAGE ARTS II

9311AX0 1 CREDIT

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

ENGLISH/LANGUAGE ARTS III

9312AX0 1 CREDIT

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

ENGLISH/LANGUAGE ARTS IV

9313AX0 1 CREDIT

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

MATH

NC MATH 1A

9324AX0 1 CREDIT

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

NC MATH 1B

9325AX0 1 CREDIT

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

FINANCIAL MANAGEMENT I

9322AX0 1 CREDIT

This course is designed for students to understand the difference between wants and needs, that money comes from working, and appropriate methods for personal financial management and independent living.

FINANCIAL MANAGEMENT II

9323AX0 1 CREDIT

This course is designed for students to apply budgeting skills, learn appropriate methods for personal financial management and independent living, and apply math skills to consumer spending.

SCIENCE

APPLIED SCIENCE

9231AX0 1 CREDIT

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

BIOLOGY A

9332AX0 1 CREDIT

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

BIOLOGY B

9333AX0 1 CREDIT

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

SOCIAL STUDIES

CIVICS AND GOVERNANCE I	9340AX0	1 CREDIT
This course is designed for students to understand individual rights and the common good, the impact of government on society and individuals, and understand citizenship.		
CIVICS AND GOVERNANCE II	9341AX0	1 CREDIT
This course is designed for students to understand the creation and development of the United States over time using chronological thinking and historical comprehension.		
AMERICAN HISTORY I	9342AX0	1 CREDIT
This course is designed for students to understand the creation and development of the United States over time using historical research and historical analysis and interpretation.		
ECONOMICS AND PERSONAL FINANCE	9344AX0	1 CREDIT
The Extended Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.		
AMERICAN HISTORY	9345AX0	1 CREDIT
This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.		
FOUND PRIN USA&NC: CIVIC LITERACY	9346AX0	1 CREDIT
This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government.		
WORLD HISTORY	9347AX0	1 CREDIT
The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.		

World Language 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 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 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.

FRENCH IV HONORS

11045X0 1 CREDIT

Recommended prerequisite(s): French III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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 can connect the target language to other disciplines and can compare it to their own. Finally, they can use the language inside and outside of the classroom setting.

FRENCH V HONORS

11055X0 1 CREDIT

Recommended prerequisite(s): French IV

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

AP FRENCH LANGUAGE & CULTURE

1A037X0 1 CREDIT

Recommended prerequisite(s): French IV or French V

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations. This course follows the prescribed curriculum of the AP program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board AP Exam.

SPANISH HERITAGE I

11492X0 1 CREDIT

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

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

SPANISH HERITAGE II HONORS

11505X0 1 CREDIT

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle of high school or have placed out of Level I due to previous language study and/or established proficiency. This course is designed specifically for a native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader

community. The course will allow students to explore the cultures that use the heritage language, including their own, and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

SPANISH 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 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 can connect the target language to other disciplines and can compare it to their own. Finally, they can use the language inside and outside of the classroom setting.

SPANISH V HONORS

11455X0 1 CREDIT

Recommended prerequisite: Spanish IV

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

AP SPANISH LANGUAGE & CULTURE

1A087X0 1 CREDIT

Recommended prerequisite(s): Spanish IV or Spanish V

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations. This course follows the prescribed curriculum of the AP program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board AP Exam.

AP SPANISH LITERATURE & CULTURE

1A097X0 1 CREDIT

Recommended prerequisite(s): Spanish IV or Spanish V

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The expansive reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on many voices and cultures included in this very rich literature. Students will be exposed to a wide variety of genres and types of disclosure and will enable students to trace the history of the Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners.

Other Credit Programs

LIBRARY MEDIA STUDIES

96102X0HH 1 CREDIT

Library Media Studies is an internship-style course based around the 4Cs of collaboration, communication, creativity, and critical thinking. Recommended as small group blended instruction, this course empowers students to lead in the library while learning how to access and organize resources for academic research, develop literacy skills and enjoyment, use technology to enhance learning, and provide support to other students. In addition to daily roles and weekly assignments, students will participate in project-based learning as evidenced on a digital portfolio.

OTHER PROGRAM AREA INTERNSHIP (NON-CTE)

96102X0A 1 CREDIT

An internship allows for the development of skills within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 CREDIT. The Central Office School-to-Career Coordinator must be notified of each student who registers for this course for insurance purposes.

COLLEGE AND UNIVERSITY COURSES

College courses, which may be delivered by a community college, a public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. Students will receive 1.0 additional quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges. The credit for the course will be entered in PowerSchool in historical data, after the student has completed the course and upon receipt by the high school of the college transcript showing the grade in the course. Students/parents are responsible for obtaining the college transcript and having it delivered to the school. The exceptions to this process include College and Career Promise courses scheduled by a school and University or Community College courses scheduled by the Early College High Schools and the Academies.

High School Course Codes

Base Course Code Variations for Scheduling Purposes (if needed)

- F = Fall
- S = Spring
- W = Wildcard to be used as you wish
- XR – Credit Recovery New Standards (**must be used**)
- I = ICR
- V = Online (**must be used**)
- C = CTE Academy
- CF = CTE Academy Fall
- CS = CTE Academy Spring
- N = Ninth Grade Center (if you have one)
- NF = Ninth Grade Center Fall
- NS = Ninth Grade Center Spring
- 09=Sheltered Course (**must be used**)

Course Code Explanation

Example: 10212X0

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

- 0 = nonspecific subjects
- 1 = English/Language Arts; World Languages; Public Speaking 2 = Mathematics
- 3 = Science
- 4 = Social Studies
- 5 = Arts
- 6 = Health/PE
- 9 = Occupational Course of Study; ROTC; Approved Online Vendor Courses; Special Interest Topics; Teacher Cadet; SAT Prep; ACT Prep; PreK Alpha = Career and Technical Education courses

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

- C = Community
- College U = University or
- College A =
- Advanced
- Placement
- I = International Baccalaureate (IB) (does not include CTE)

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

- 2 = standard weight; no additional quality point
 - 5 = honors weight; 0.5 or 1 additional quality point**
 - 7 = AP weight; 1 or 2 additional quality points**
 - 8 = IB weight; 1 or 2 additional quality points**
 - A = Extended Content Standards; no additional quality point
 - B = Occupational Course of Study; no additional quality point
- **Refer to chart on Page 17 for new quality point breakdown based on 9th Grade Entry Date

The sixth digit indicates the current level of the student.

- Z =
- elementary Y = middle
- X = high

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

The seventh digit indicates various course sequence information.

- Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two-year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.
- Example: A three-course sequence for the CTE Modern Plumbing Part A; Modern Plumbing Part B; Modern Plumbing Part C courses. Each course may be taken and awarded credit individually without completing all three. The eighth through tenth digits are for District use only.

Course Codes 2025-2026

Course Title	Content Area	Course Code
AP ART HISTORY	ARTS	5A007X0
AP MUSIC THEORY	ARTS	5A017X0
AP STUDIO ART – 2D DESIGN	ARTS	5A027X0
AP STUDIO ART – 3D DESIGN	ARTS	5A037X0
AP STUDIO ART – DRAWING	ARTS	5A047X0
ART HISTORY – VISUAL ART SPECIALIZATION (BEGINNING)	ARTS	54612X0A
CHORAL MUSIC 1 BEGINNING	ARTS	52302X0D
CHORAL MUSIC 2 INTERMEDIATE	ARTS	52312X0D
CHORAL MUSIC 3 PROFICIENT HONORS	ARTS	52325X0D
CHORAL MUSIC 4 ADVANCED HONORS	ARTS	52335X0D
COMMERCIAL ART: PRINTMAKING/TEXTILES - VISUAL ART SPECIALIZATION (INTERMEDIATE)	ARTS	54622X0D
COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (INTERMEDIATE)	ARTS	54622X0E
COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (PROFICIENT)	ARTS	54635X0E
DANCE - ADVANCED HONORS	ARTS	51185X0A
DANCE - BEGINNING	ARTS	51152X0A
DANCE - INTERMEDIATE	ARTS	51162X0A
DANCE - PROFICIENT HONORS	ARTS	51175X0A
DRAWING – VISUAL ART SPECIALIZATION (INTERMEDIATE)	ARTS	54622X0A
GUITAR – MUSIC SPECIALIZATION BEGINNING	ARTS	52162X0D
GUITAR – MUSIC SPECIALIZATION INTERMEDIATE	ARTS	52172X0D

GUITAR – MUSIC SPECIALIZATION- PROFICIENT HONORS	ARTS	52185X0D
INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED)	ARTS	51285X0A
INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED)	ARTS	52195X0A
INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED)	ARTS	53645X0A
INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED)	ARTS	54645X0B
INSTRUMENTAL MUSIC: BAND – ADVANCED HONORS	ARTS	52585X0A
INSTRUMENTAL MUSIC: BAND – BEGINNING	ARTS	52552X0A
INSTRUMENTAL MUSIC: BAND – INTERMEDIATE	ARTS	52562X0A
INSTRUMENTAL MUSIC: BAND – PROFICIENT HONORS	ARTS	52575X0A
INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT)	ARTS	52185X0B

INSTRUMENTAL MUSIC: ORCHESTRA - ADVANCED HONORS	ARTS	52435X0A
INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING	ARTS	52402X0A
INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE	ARTS	52412X0A
INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT HONORS	ARTS	52425X0A
MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING)	ARTS	52162X0A
MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT)	ARTS	52185X0A
MUSICAL THEATRE ORCHESTRA – MUSIC SPECIALIZATION (PROFICIENT)	ARTS	52185X0G
PAINTING – VISUAL ART SPECIALIZATION (PROFICIENT)	ARTS	54635X0A
PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (BEGINNING)	ARTS	53612X0B
PROGRAMMING AND BROADCASTING – THEATRE ARTS SPECIALIZATION (INTERMEDIATE)	ARTS	53622X0B
PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (PROFICIENT)	ARTS	53635X0B
SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED)	ARTS	54645X0A
SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE)	ARTS	54622X0B

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT)	ARTS	54635X0B
TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)	ARTS	53612X0A
TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)	ARTS	53622X0A
TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT)	ARTS	53635X0A
THEATRE ARTS - ADVANCED HONORS	ARTS	53185X0A
THEATRE ARTS - BEGINNING	ARTS	53152X0A
THEATRE ARTS - INTERMEDIATE	ARTS	53162X0A
THEATRE ARTS - PROFICIENT HONORS	ARTS	53175X0A
VISUAL ARTS - ADVANCED HONORS	ARTS	54185X0A
VISUAL ARTS - BEGINNING	ARTS	54152X0A
VISUAL ARTS - INTERMEDIATE	ARTS	54162X0A
VISUAL ARTS - PROFICIENT HONORS	ARTS	54175X0A
3D MODELING AND ANIMATION I	CTE	CD202X0
3D MODELING AND ANIMATION II	CTE	CD212X0
ACCOUNTING I	CTE	BA102X0
ACCOUNTING I HONORS	CTE	BA105X0
ACCOUNTING II HONORS*	CTE	BA205X0
ADOBE DIGITAL DESIGN I	CTE	CD122X0
ADOBE DIGITAL DESIGN I HONORS	CTE	CD125X0
ADOBE VIDEO DESIGN I	CTE	CD142X0
ADOBE VIDEO DESIGN I HONORS	CTE	CD145X0
ADOBE VIDEO DESIGN II	CTE	CD152X0
ADOBE VISUAL DESIGN I	CTE	CD102X0
ADOBE VISUAL DESIGN I HONORS	CTE	CD105X0
ADOBE VISUAL DESIGN II	CTE	CD112X0
ADOBE VISUAL DESIGN II HONORS	CTE	CD115X0

ADVANCED GAME ART DESIGN	CTE	CD312X0
ADVANCED MANUFACTURING I HONORS	CTE	IM115X0
ADVANCED MANUFACTURING II HONORS*	CTE	IM125X0
AGRICULTURAL MECHANICS I	CTE	AS312X0
AGRICULTURAL MECHANICS I HONORS	CTE	AS315X0
AGRICULTURAL MECHANICS II HONORS*	CTE	AS325X0
AGRICULTURAL MECHANICS II-SMALL ENGINES HONORS*	CTE	AS335X0
ANIMAL SCIENCE I	CTE	AA212X0
ANIMAL SCIENCE I HONORS	CTE	AA215X0
ANIMAL SCIENCE II – COMPANION ANIMAL HONORS*	CTE	AA235X0
ANIMAL SCIENCE II – COMPANION ANIMAL*	CTE	AA232X0
ANIMAL SCIENCE II - FOOD ANIMAL HONORS*	CTE	AA225X0
AP COMPUTER SCIENCE PRINCIPLES*	CTE	0A027X0
APPAREL AND TEXTILE PRODUCTION I	CTE	FA312X0
APPAREL AND TEXTILE PRODUCTION II *	CTE	FA322X0
APPAREL AND TEXTILE PRODUCTION II HONORS*	CTE	FA325X0
AUTOMOTIVE SERVICE I	CTE	IT162X0
AUTOMOTIVE SERVICE II HONORS*	CTE	IT175X0
AUTOMOTIVE SERVICE III HONORS	CTE	IT185X0
AUTOMOTIVE SERVICES FUNDAMENTALS	CTE	IT112X0
BIOMEDICAL INNOVATIONS HONORS	CTE	HL215X0
BIOMEDICAL TECHNOLOGY HONORS*	CTE	HB115X0
BIOMEDICAL TECHNOLOGY*	CTE	HB112X0
BUSINESS ESSENTIALS	CTE	BF102X0
BUSINESS ETHICS AND LAW I	CTE	BB302X0
BUSINESS ETHICS AND LAW II*	CTE	BB322X0
BUSINESS MANAGEMENT I	CTE	BB402X0
BUSINESS MANAGEMENT II*	CTE	BB422X0
CAREER MANAGEMENT	CTE	ED452X0
CARPENTRY I	CTE	IC212X0

CARPENTRY II HONORS	CTE	IC225X0
CARPENTRY III HONORS	CTE	IC235X0
CHILD DEVELOPMENT	CTE	FE602X0
CISCO NETWORK ENGINEERING TECHNOLOGY I HONORS	CTE	CI105X0
CISCO NETWORK ENGINEERING TECHNOLOGY II HONORS*	CTE	CI115X0
COMPTIA IT FUNDAMENTALS	CTE	CI002X0
COMPUTER ENGINEERING TECHNOLOGY I HONORS	CTE	CI015X0
COMPUTER ENGINEERING TECHNOLOGY II HONORS*	CTE	CI025X0
COMPUTER SCIENCE I	CTE	CS202X0
COMPUTER SCIENCE II*	CTE	CS212X0
CONSTRUCTION CORE	CTE	IC002X0
COUNSELING AND MENTAL HEALTH I	CTE	FC132X0
COUNSELING AND MENTAL HEALTH II*	CTE	FC142X0
CTE ADVANCED STUDIES AAVC HONORS	CTE	WS015X0
CTE ADVANCED STUDIES AGNR HONORS	CTE	WS025X0
CTE ADVANCED STUDIES ARCH HONORS	CTE	WS035X0
CTE ADVANCED STUDIES BMA HONORS	CTE	WS045X0
CTE ADVANCED STUDIES EDUC HONORS	CTE	WS055X0
CTE ADVANCED STUDIES FINA HONORS	CTE	WS065X0
CTE ADVANCED STUDIES HLTH HONORS	CTE	WS085X0
CTE ADVANCED STUDIES HOSP HONORS	CTE	WS095X0
CTE ADVANCED STUDIES HUMA HONORS	CTE	WS105X0
CTE ADVANCED STUDIES INFO HONORS	CTE	WS115X0
CTE ADVANCED STUDIES LAW HONORS	CTE	WS125X0
CTE ADVANCED STUDIES MANU HONORS	CTE	WS135X0
CTE ADVANCED STUDIES MRKT HONORS	CTE	WS145X0
CTE ADVANCED STUDIES STEM HONORS	CTE	WS155X0
CTE ADVANCED STUDIES TRAN HONORS	CTE	WS165X0
CULINARY ARTS AND HOSPITALITY I	CTE	FH102X0
CULINARY ARTS AND HOSPITALITY II APPLICATIONS	CTE	FH112X0

CULINARY ARTS AND HOSPITALITY II APPLICATIONS HONORS	CTE	FH115X0
CULINARY ARTS AND HOSPITALITY II INTERNSHIP HONORS	CTE	FH125X0
CULINARY ARTS AND HOSPITALITY III HONORS*	CTE	FH135X0
CULINARY ARTS AND HOSPITALITY IV APPLICATIONS HONORS	CTE	FH145X0
DRAFTING I HONORS	CTE	IC615X0
DRAFTING II - ARCHITECTURAL HONORS*	CTE	IC625X0
DRAFTING II - ENGINEERING HONORS*	CTE	IV225X0
DRAFTING III - ARCHITECTURAL HONORS	CTE	IC635X0
DRAFTING III – ENGINEERING HONORS	CTE	IV235X0
EARLY CHILDHOOD EDUCATION I HONORS*	CTE	FE115X0
EARLY CHILDHOOD EDUCATION II HONORS	CTE	FE125X0
ELECTRICAL TRADES I HONORS	CTE	IC415X0
ELECTRICAL TRADES II HONORS	CTE	IC425X0
ELECTRICAL TRADES III HONORS	CTE	IC435X0
EMERGENCY MANAGEMENT I*	CTE	IP512X0
EMERGENCY MANAGEMENT II HONORS	CTE	IP525X0
EMERGENCY MEDICAL TECHNOLOGY I HONORS	CTE	IP215X0
EMERGENCY MEDICAL TECHNOLOGY II HONORS*	CTE	IP225X0
ENGINEERING DESIGN HONORS*	CTE	CT125X0
ENGINEERING DESIGN*	CTE	CT122X0
ENTREPRENEURSHIP I	CTE	ME112X0
ENTREPRENEURSHIP I HONORS	CTE	ME115X0
ENTREPRENEURSHIP II HONORS*	CTE	ME125X0
EQUINE SCIENCE I	CTE	AA312X0
EQUINE SCIENCE II HONORS*	CTE	AA325X0
FASHION MERCHANDISING	CTE	MI212X0
FINANCIAL PLANNING I	CTE	BF212X0
FINANCIAL PLANNING II*	CTE	BF222X0
FIREFIGHTER TECHNOLOGY I	CTE	IP312X0
FIREFIGHTER TECHNOLOGY II*	CTE	IP322X0

FIREFIGHTER TECHNOLOGY III HONORS	CTE	IP335X0
FOOD AND NUTRITION I	CTE	FN412X0
FOOD AND NUTRITION II HONORS*	CTE	FN425X0
FOOD AND NUTRITION II*	CTE	FN422X0
FOOD SCIENCE AND TECHNOLOGY HONORS*	CTE	FN435X0
FOUNDATIONS OF AGRICULTURE	CTE	AU102X0

FOUNDATIONS OF HEALTH SCIENCE	CTE	HU102X0
GAME ART DESIGN HONORS*	CTE	CD305X0
GAME ART DESIGN*	CTE	CD302X0
HEALTH SCIENCE I	CTE	HU402X0
HEALTH SCIENCE I HONORS	CTE	HU405X0
HEALTH SCIENCE II HONORS*	CTE	HU425X0
HEALTH SCIENCE II*	CTE	HU422X0
HORTICULTURE I INTRODUCTION TO PLANTS	CTE	AP412X0
HORTICULTURE I INTRODUCTION TO PLANTS HONORS	CTE	AP415X0
HORTICULTURE II – LANDSCAPE CONSTRUCTION HONORS*	CTE	AP445X0
HORTICULTURE II PLANT PRODUCTION *	CTE	AP422X0
HORTICULTURE II PLANT PRODUCTION HONORS*	CTE	AP425X0
HOSPITALITY AND TOURISM MANAGEMENT I	CTE	FH312X0
HOSPITALITY AND TOURISM MANAGEMENT II*	CTE	FH322X0
INTERIOR DESIGN FUNDAMENTALS	CTE	FI212X0
INTERIOR DESIGN STUDIO	CTE	FI222X0
INTERIOR DESIGN STUDIO HONORS	CTE	FI225X0
INTERIOR DESIGN TECHNOLOGY HONORS	CTE	FI235X0
INTRODUCTION TO COMPUTER SCIENCE	CTE	CS102X0
INTRODUCTION TO DATA SCIENCE	CTE	CS302X0
LAW AND JUSTICE I	CTE	IP412X0
LAW AND JUSTICE II HONORS*	CTE	IP425X0
MARKETING I	CTE	MM512X0
MARKETING II*	CTE	MM522X0

MASONRY I HONORS	CTE	IC115X0
MASONRY II HONORS	CTE	IC125X0
MASONRY III HONORS	CTE	IC135X0
MICROSOFT EXCEL HONORS	CTE	CC115X0
MICROSOFT WORD & POWERPOINT	CTE	CC102X0
MICROSOFT WORD & POWERPOINT HONORS	CTE	CC105X0
NATIONAL RESOURCES I	CTE	AN512X0
NATIONAL RESOURCES II	CTE	AN522X0
NATIONAL RESOURCES II - FORESTRY	CTE	AN532X0
NATIONAL RESOURCES II - FORESTRY HONORS	CTE	AN535X0

NATIONAL RESOURCES II - HONORS	CTE	AN525X0
NURSING FUNDAMENTALS AND NON-PRACTICUM HONORS	CTE	HN425X0
NURSING FUNDAMENTALS AND PRACTICUM HONORS	CTE	HN435X0
PHARMACY TECHNICIAN HONORS	CTE	HH325X0
PRINCIPLES OF FAMILY AND HUMAN SERVICES	CTE	FC112X0
PROJECT MANAGEMENT I	CTE	GS112X0
PROJECT MANAGEMENT I HONORS	CTE	GS115X0
PROJECT MANAGEMENT II HONORS*	CTE	GS125X0
PUBLIC SAFETY I*	CTE	IP112X0
PUBLIC SAFETY II HONORS*	CTE	IP125X0
PYTHON PROGRAMMING I	CTE	CP102X0
PYTHON PROGRAMMING II HONORS*	CTE	CP115X0
SAS BASE PROGRAMMING HONORS*	CTE	CS315X0
SPORT AND EVENT MARKETING I	CTE	MH312X0
SPORT AND EVENT MARKETING II HONORS*	CTE	MH325X0
SUSTAINABLE AGRICULTURE PRODUCTION I	CTE	AU212X0
SUSTAINABLE AGRICULTURE PRODUCTION I HONORS	CTE	AU215X0
SUSTAINABLE AGRICULTURE PRODUCTION II	CTE	AU222X0
SUSTAINABLE AGRICULTURE PRODUCTION II HONORS	CTE	AU225X0
TEACHING AS A PROFESSION I HONORS	CTE	FE215X0

TEACHING AS A PROFESSION II FIELD EXPERIENCE HONORS*	CTE	FE235X0
TEACHING AS A PROFESSION II HONORS*	CTE	FE225X0
TECHNOLOGICAL DESIGN HONORS*	CTE	CT115X0
TECHNOLOGICAL DESIGN*	CTE	CT112X0
TECHNOLOGY ENGINEERING AND DESIGN	CTE	CT102X0
TECHNOLOGY ENGINEERING AND DESIGN HONORS	CTE	CT105X0
TURFGRASS MANAGEMENT*	CTE	AL432X0
VETERINARY ASSISTING HONORS	CTE	AA415X0
AMERICAN HISTORY	ECS	9345AX0
AMERICAN HISTORY I	ECS	9342AX0
APPLIED SCIENCE	ECS	9231AX0
BIOLOGY A	ECS	9332AX0
BIOLOGY B	ECS	9333AX0
CIVICS AND GOVERNANCE I	ECS	9340AX0
CIVICS AND GOVERNANCE II	ECS	9341AX0
ECONOMICS AND PERSONAL FINANCE	ECS	9344AX0
EMPLOYMENT ADJUSTMENT	ECS	9610AX0E
ENGLISH/LANGUAGE ARTS I	ECS	9310AX0
ENGLISH/LANGUAGE ARTS II	ECS	9311AX0
ENGLISH/LANGUAGE ARTS III	ECS	9312AX0
ENGLISH/LANGUAGE ARTS IV	ECS	9313AX0
FINANCIAL MANAGEMENT I	ECS	9322AX0
FINANCIAL MANAGEMENT II	ECS	9323AX0
FOUND PRIN USA&NC: CIVIC LITERACY	ECS	9346AX0
NC MATH 1 B	ECS	9325AX0
NC MATH 1 A	ECS	9324AX0
NC VOCATIONAL PREPARATION	ECS	9391AX0
PHYSICAL EDUCATION	ECS	60292X0
SKILLS IN INDEPENDENT LIVING	ECS	9610AX0C
SOCIALIZATION LEISURE SKILLS	ECS	9610AX0B

VOCATIONAL EXPERIENCE	ECS	9610AX0A
WORK RELATED BEHAVIOR	ECS	9610AX0D
WORLD HISTORY	ECS	9347AX0
ADVANCED FORENSICS HONORS	ELA	10185X0A
ADVANCED RESEARCH AND FORENSICS HONORS	ELA	10185X0B
AFRICAN AMERICAN LITERATURE	ELA	10252X0A
AFRICAN AMERICAN LITERATURE HONORS	ELA	10255X0J
AP ENGLISH LANGUAGE AND COMPOSITION	ELA	1A007X0
AP ENGLISH LITERATURE AND COMPOSITION	ELA	1A017X0
ARGUMENT THEORY AND PRACTICE HONORS	ELA	10185X0D
CREATIVE WRITING I	ELA	10252X0D
CREATIVE WRITING I HONORS	ELA	10255X0D
CREATIVE WRITING II	ELA	10252X0H
CREATIVE WRITING II HONORS	ELA	10255X0K
CULTURAL MEDIA LITERACY	ELA	10252X0E
CULTURAL MEDIA LITERACY HONORS	ELA	10255X0E
ENGLISH I	ELA	10212X0
ENGLISH I HONORS	ELA	10215X0
ENGLISH II	ELA	10222X0
ENGLISH II HONORS	ELA	10225X0
ENGLISH III	ELA	10232X0
ENGLISH III HONORS	ELA	10235X0
ENGLISH IV	ELA	10242X0
ENGLISH IV HONORS	ELA	10245X0
INTEGRATED READING	ELA	10252X0F
INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA	ELA	10312X0B
LEADERSHIP IN MEDIA I HONORS	ELA	10255X0C
LEADERSHIP IN MEDIA II HONORS	ELA	10255X0M

NEWSPAPER I	ELA	10312X0G
NEWSPAPER II	ELA	10322X0B
NEWSPAPER II HONORS	ELA	10325X0A
NEWSPAPER III	ELA	10332X0
NEWSPAPER III HONORS	ELA	10335X0
SHAKESPEARE	ELA	10252X0L
SHAKESPEARE HONORS	ELA	10255X0L
SPEECH I	ELA	10142X0
SPEECH I HONORS	ELA	10145X0
SPEECH II	ELA	10152X0
SPEECH II HONORS	ELA	10155X0
STRUCTURED WRITING	ELA	10252X0J
THE HUMAN EXPERIENCE HONORS	ELA	10255X0B
TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE	ELA	10252X0M
TWENTIETH CENTURY CLASSICS HONORS	ELA	10255X0R
YEARBOOK I	ELA	10312X0A
YEARBOOK II	ELA	10322X0H
YEARBOOK II HONORS	ELA	10325X0D
YEARBOOK III	ELA	10332X0A
YEARBOOK III HONORS	ELA	10335X0A
ADVANCED LANGUAGE SUPPORT FOR MLs (PART I)	ESL	10382X08
ADVANCED LANGUAGE SUPPORT FOR MLs (PART II)	ESL	10382X082
ESL APPLIED	ESL	10382X0C
ESL I (PART I)	ESL	10382X02
ESL I (PART II)	ESL	10382X03

ESL II (PART I)	ESL	10382X04
ESL II (PART II)	ESL	10382X05
ESL III (PART I)	ESL	10382X06
ESL III (PART II)	ESL	10382X062
ESL IV (PART I)	ESL	10382X07
ESL IV (PART II)	ESL	10382X072
ADVENTURE EDUCATION	HL	60292X0G
AFJROTC I/HEALTHFUL LIVING I A	HL	95012X0AA
AFJROTC I/HEALTHFUL LIVING I B	HL	95012X0BB
AFJROTC III	HL	95032X0A
AFJROTC III HONORS	HL	95035X0A
AFJROTC IV	HL	95042X0A
AFJROTC IV HONORS	HL	95045X0A
AJROTC I/ HEALTHFUL LIVING I A	HL	95012X0A
AJROTC II/ HEALTHFUL LIVING I B	HL	95022X0B
AJROTC III	HL	95032X0A
AJROTC III HONORS	HL	95035X0A
AJROTC IV	HL	95042X0A
AJROTC IV HONORS	HL	95045X0A
COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE	HL	60092X0G
HEALTHFUL LIVING I	HL	60492X0
HEALTHFUL LIVING I HONORS	HL	60495X0
JROTC II	HL	95022X0BB
LEADERSHIP, DRILL, AND CEREMONIES	HL	95022X0D
LEADERSHIP, DRILL, AND CEREMONIES HONORS	HL	95025X0
LIFETIME SPORTS I	HL	60292X0D
LIFETIME SPORTS II	HL	60292X0E
NJROTC I/HEALTHFUL LIVING I A	HL	95012X0A
NJROTC II /HEALTHFUL LIVING I B	HL	95022X0B
NJROTC III	HL	95032X0A
NJROTC III HONORS	HL	95035X0A

NJROTC IV	HL	95042X0A
NJROTC IV HONORS	HL	95045X0A
PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)	HL	60292X0T
PEPI II	HL	60292X0U
PERSONAL HEALTH & FITNESS	HL	60092X0K
PHYSICAL FITNESS I	HL	60602X0
SPORTS MEDICINE I	HL	60632X0
SPORTS MEDICINE II	HL	60642X0
SPORTS MEDICINE III HONORS	HL	60655X0
SPORTS MEDICINE IV HONORS	HL	60665X0
TEAM SPORTS I	HL	60292X0J
TEAM SPORTS II	HL	60292X0K
WEIGHT TRAINING AND CONDITIONING I	HL	60292X0A
WEIGHT TRAINING AND CONDITIONING II	HL	60292X0B
WEIGHT TRAINING AND CONDITIONING III	HL	60292X0L
AP CALCULUS: AB	MA	2A007X0
AP CALCULUS: BC	MA	2A017X0
AP COMPUTER SCIENCE A*	MA	2A027X0
AP PRECALCULUS	MA	2A047X0
AP STATISTICS	MA	2A037X0
CCRG MATH	MA	20132X0
DISCRETE MATH FOR COMPUTER SCIENCE HONORS	MA	24015X0
FOUNDATIONS OF NC MATH 1 (MATH 1A) (ELECTIVE CREDIT)	MA	20902X0
FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT)	MA	20912X0
FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT)	MA	20922X0
INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)	MA	20202X0
MATH PLUS HONORS (ELECTIVE CREDIT)	MA	28005X0L
MATHEMATICAL ANALYSIS HONORS	MA	28005X0J
NC MATH 1	MA	21092X0
NC MATH 1 HONORS	MA	21095X0

NC MATH 1B	MA	21092X0B
NC MATH 2	MA	22092X0
NC MATH 2 HONORS	MA	22095X0
NC MATH 3	MA	23092X0
NC MATH 3 HONORS	MA	23095X0
NC MATH 4	MA	24092X0
NC MATH 4 HONORS	MA	24095X0

AMERICAN HISTORY I	OCS	9247BX0
AMERICAN HISTORY II	OCS	9248BX0
AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS	OCS	9249BX0
APPLIED SCIENCE	OCS	9231BX0
BIOLOGY	OCS	9232BX0
EMPLOYMENT PREP I SCIENCE	OCS	9260BX0
EMPLOYMENT PREP II CITIZENSHIP 1A	OCS	9261BX0
EMPLOYMENT PREP II CITIZENSHIP 1B	OCS	9262BX0
EMPLOYMENT PREP III CITIZENSHIP 2A	OCS	9263BX0
EMPLOYMENT PREP III CITIZENSHIP 2B	OCS	9264BX0
EMPLOYMENT PREP IV MATH	OCS	9265BX0
ENGLISH I	OCS	9210BX0
ENGLISH II	OCS	9211BX0
ENGLISH III	OCS	9212BX0
ENGLISH IV	OCS	9213BX0
FINANCIAL MANAGEMENT	OCS	9222BX0
FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY	OCS	9251BX0
INTRODUCTION TO MATHEMATICS	OCS	9220BX0
MATH IA (ELECTIVE CREDIT)	OCS	9610BX0E
NC MATH 1	OCS	9225BX0
VOCATIONAL EXPERIENCE CAREER TRAINING	OCS	9610BX0A
ACADEMIC DECATHLON	OTH	96102X0B1
COMMUNITIES IN SCHOOLS I	OTH	96102X0G

COMMUNITIES IN SCHOOLS II	OTH	96102X0H
FRESHMEN SEMINAR	OTH	96102X0E
INDEPENDENT STUDY SKILLS	OTH	96102X0W
LIBRARY MEDIA STUDIES	OTH	96102X0HH
OTHER PROGRAM AREA INTERNSHIP (NON-CTE)	OTH	96102X0A
SEMINAR	OTH	96102X0D
ANATOMY AND PHYSIOLOGY	SC	33302X0
ANATOMY AND PHYSIOLOGY HONORS	SC	33305X0
AP BIOLOGY	SC	3A007X0
AP CHEMISTRY	SC	3A017X0
AP ENVIRONMENTAL SCIENCE	SC	3A027X0

AP PHYSICS C: ELECTRICITY AND MAGNETISM	SC	3A037X0
AP PHYSICS C: MECHANICS	SC	3A047X0
AP PHYSICS I-ALGEBRA BASED	SC	3A057X0
AP PHYSICS II –ALGEBRA BASED	SC	3A067X0
ASTRONOMY	SC	35402X0
ASTRONOMY HONORS	SC	35405X0
BIOLOGY	SC	33202X0
BIOLOGY HONORS	SC	33205X0
CHEMISTRY	SC	34202X0
CHEMISTRY HONORS	SC	34205X0
EARTH SCIENCE/ENVIRONMENTAL SCIENCE	SC	35012X0
EARTH SCIENCE/ENVIRONMENTAL SCIENCE HONORS	SC	35015X0
FORENSIC SCIENCE	SC	30202X0D
FORENSIC SCIENCE 2 HONORS	SC	30205X0A2

FORENSIC SCIENCE HONORS	SC	30205X0A
INTRO TO PRINCIPLES OF BIOLOGY	SC	30202X0A
INTRODUCTION TO METEOROLOGY	SC	30202X0L
INTRODUCTION TO METEOROLOGY HONORS	SC	30205X0L
MARINE ECOLOGY	SC	35352X0A
MARINE ECOLOGY HONORS	SC	35355X0
PHYSICAL SCIENCE	SC	34102X0
PHYSICS	SC	34302X0
PHYSICS HONORS	SC	34305X0
PRINCIPLES OF HUMAN INHERITANCE	SC	30202X0J
PRINCIPLES OF HUMAN INHERITANCE HONORS	SC	30205X0D
RESEARCH METHODS AND TECHNIQUES	SC	30202X0G
RESEARCH METHODS AND TECHNIQUES HONORS	SC	30205X0E
CURRICULUM ASSISTANCE	SPED	96102X0K
CURRICULUM ASSISTANCE (10)	SPED	96102X0M
CURRICULUM ASSISTANCE (11)	SPED	96102X0Q
CURRICULUM ASSISTANCE (12)	SPED	96102X0R
CURRICULUM ASSISTANCE (9)	SPED	96102X0L
CURRICULUM ASSISTANCE RESOURCE HI	SPED	96102X0T
CURRICULUM ASSISTANCE RESOURCE VI	SPED	96102X0U
HIGH SCHOOL READING	SPED	96102X0SP
INDEPENDENT STUDY SKILLS	SPED	96102X0W
INTRODUCTION TO COMMUNICATION SKILLS (READING)	SPED	96102X0P
21ST CENTURY GLOBAL GEOGRAPHY	SS	45052X0

21ST CENTURY GLOBAL GEOGRAPHY HONORS	SS	45055X0
AFRICAN AMERICAN STUDIES	SS	46012X0
AFRICAN AMERICAN STUDIES HONORS	SS	46015X0
AMERICAN HISTORY	SS	43112X0
AMERICAN HISTORY HONORS	SS	43115X0
AP AFRICAN AMERICAN STUDIES	SS	4A107X0
AP COMPARATIVE GOVERNMENT & POLITICS	SS	4A007X0
AP EUROPEAN HISTORY	SS	4A017X0
AP HUMAN GEOGRAPHY	SS	4A027X0
AP MACROECONOMICS	SS	4A037X0
AP MICROECONOMICS	SS	4A047X0
AP PSYCHOLOGY	SS	4A057X0
AP UNITED STATES HISTORY	SS	4A077X0
AP US GOVERNMENT AND POLITICS	SS	4A067X0
AP WORLD HISTORY: MODERN	SS	4A097X0
CONTEMPORARY LAW AND JUSTICE	SS	48002X0J
CONTEMPORARY LAW AND JUSTICE HONORS	SS	48005X0J
CONVERSATIONS IN DIVERSITY	SS	48002X0E
CONVERSATIONS IN DIVERSITY HONORS	SS	48005X0E
ECONOMICS AND PERSONAL FINANCE	SS	43192X0
ECONOMICS AND PERSONAL FINANCE HONORS	SS	43195X0
FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY	SS	43182X0
FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY HONORS	SS	43185X0
HOLOCAUST AND GENOCIDE STUDIES	SS	48032X0
HOLOCAUST AND GENOCIDE STUDIES HONORS	SS	48035X0
LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS	SS	48002X0D
LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS HONORS	SS	48005X0D
PSYCHOLOGY HONORS	SS	44035X0
RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY	SS	48002X0A
RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY (HN)	SS	48005X0G

SOCIOLOGY HONORS	SS	44005X0
SOCIOLOGY/ PSYCHOLOGY	SS	48002X0B
WORLD HISTORY	SS	43032X0
WORLD HISTORY HONORS	SS	43035X0
AP FRENCH LANGUAGE & CULTURE	WL	1A037X0
AP GERMAN LANGUAGE AND CULTURE	WL	1A047X0
AP LATIN	WL	1A077X0
AP SPANISH LANGUAGE & CULTURE	WL	1A087X0
AP SPANISH LITERATURE & CULTURE	WL	1A097X0
FRENCH I	WL	11012X0
FRENCH II	WL	11022X0
FRENCH III HONORS	WL	11035X0
FRENCH IV HONORS	WL	11045X0
FRENCH V HONORS	WL	11055X0
GERMAN I	WL	11612X0
GERMAN II	WL	11622X0
GERMAN III HONORS	WL	11635X0
GERMAN IV HONORS	WL	11645X0
GERMAN V HONORS	WL	11655X0
LATIN I	WL	12412X0
LATIN II	WL	12422X0
LATIN III HONORS	WL	12435X0
LATIN IV HONORS	WL	12445X0
LATIN V HONORS	WL	12455X0
SPANISH HERITAGE I	WL	11492X0
SPANISH HERITAGE II HONORS	WL	11505X0
SPANISH I	WL	11412X0
SPANISH II	WL	11422X0
SPANISH III HONORS	WL	11435X0
SPANISH IV HONORS	WL	11445X0
SPANISH V HONORS	WL	11455X0

***Indicates CTE Concentrator**

Updates/Corrections 04012024

Page 3 Graduation Requirements/Recommendations Page 6-7 Graduation Requirements Chart

Page 10 University of North Carolina System: Minimum Admission Requirements

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