



Registration Considerations Guide

2021-2022

ROLESVILLE HIGH SCHOOL

The purpose of this guide is to provide detailed information about the course registration process for the 2020-2021 school year. It is not intended to replace the *Program Planning Guide*, but to supplement it with specific information designed to help you make the best decisions regarding your course selections for next year. Included are the guidelines offered by each department regarding course prerequisites, sequences, and suggested preparatory work, as well as a timeline for completing the entire registration process at Rolesville High School.

Study this Course Selection Guide carefully. Before you register, talk with your parents, teachers, and counselor about your course selections and allow them to advise you on your program of study. We will enforce deadlines on requests for course changes after your initial registration, so it is particularly important that you carefully select the courses that will meet your needs, match your abilities and interests, fulfill graduation requirements, and prepare you to reach your educational and vocational goals. Take advantage of these resources that will help you prepare for a successful and rewarding 2020-2021 school year.

COURSE REGISTRATION TIMELINE

January-February	Course Recommendations entered into PS by teachers
February 4	Registration Launch – all registration materials published on Rolesville HS website
February 4	Curriculum Night/Rising Freshman Parent Night/AP Parent Night
March 1-March 19	Counselors meet with their 9 th -11 th grade students to discuss registration, review transcripts, and complete the scheduling worksheet
March 8-26	Rising 9th graders enter course selections
March 26	Applications due for all application courses (turned in to Student Services)
March 26	AP agreements due (turned in to Student Services)
April 15	Deadline to submit course verification sheets to request a change to requested courses
June 18	Deadline to submit Mid-Year/Early Graduation applications to Student Services
July 9	Last day to drop an AP course (for Fall AND Spring 2020-2021)
July 30	Applications for CTE internships and Dual Enrollment/CCP due (turned in to Student Services)

All dates are subject to change as necessary. Please check the RHS Website and follow us on Twitter @RolesvilleRams for updates.



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Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại (919) 852-3303

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

The Wake County Public School System's high school program provides students many options based on their career goals, needs, and individual interests. Students may choose from a wide array of courses and

programs. Choices students make in high school impact the options they have for future education and job opportunities after high school.

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

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

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

GRADUATION REQUIREMENTS

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

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

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

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

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

COURSE REQUIREMENTS

COURSE LOADS

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

COURSE SELECTION

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

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

COURSE WITHDRAWAL PENALTY

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

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

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

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

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

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

Rolesville High School Arts Department Registration Considerations for 2020-2021

Performing Arts Placements

- Any student interested in placing out of the beginning level for Performing Arts classes should contact the appropriate teacher and watch for audition dates at their school or at RHS. Placement assessments will be in April.
- Freshmen who do not audition are placed in the beginning level courses.
- If a student has no previous experience playing an instrument and wants to start, please contact Ms. Luke (orchestra) or Mr. Kohring (band) directly for guidance.

Fine Arts Placements

- Any student interested in placing out of the beginning level for a visual art or sculpture/3D art class should contact Mr. Barthelmess for a portfolio review.

In order for everyone to stay up to date on what is going on with our Performing Arts programs, students and parents can get more information by following the Performing Arts teachers' websites and Social Media accounts:

Leo Barthelmess, Art, lbarthelmess@wcpss.net
Website: Rolesvillevisualarts.com
Twitter: @MrBsRHSartclass

Kaitlyn (Garner) Davis, Chorus, kdavis14@wcpss.net
Instagram: rolesvillechoir
Website: rolesvillechorus.weebly.com

Timothy Kohring, Band, tkohring@wcpss.net
Website: <https://www.rolesvillehsband.com/>

Myriah Luke, Orchestra & Guitar, mrluke@wcpss.net
Website: <https://sites.google.com/wcpss.net/rhsncorchestra/home>

Kourtney Owens, Dance, kowens@wcpss.net
Twitter: @rolesvilledance
Instagram: rolesvillehsdance
Website: <https://sites.google.com/wcpss.net/mrskowens/home>

Shelby Winter, Theatre, swinter@wcpss.net
Website: rolesvilletheatre.weebly.com
Instagram: ramrep
Twitter: @RHSramTheatre

RHS Arts Department website:
<https://sites.google.com/wcpss.net/rhsvisualandperformingarts/home>
Performing Arts Facebook: Rolesville High School Performing Arts
(@performingartsrhs)
Visual Arts Facebook: Rolesville High School Visual Arts Program

Rolesville High School World Languages Department

Registration Considerations for 2020-2021

Graduation AND University Admission Requirements

The Future-Ready Core graduation requirements do not include world language study.

For admission to the UNC system students must have a minimum of two credits in the same world language.

Proficiency Placement

Proficiency placement is an option for students who wish to be placed in the proper proficiency level. Students take an exam to demonstrate their level of proficiency in order to begin their language study, at your school, at the appropriate level. Students who are placed in higher level courses do not receive credit for the courses that are skipped - they are still required to earn two credits of the same World Language for admission to the UNC system.

Course Offerings Spanish for Native Spanish Speakers

Spanish Heritage I (or Spanish for Native Speakers) (11492X0) and Spanish Heritage II Honors (or Spanish for Native Speakers II Honors) (11505X0).

- SH I & II count towards the College/University Course of Study requirements.
- After SH II students should take Spanish IV or AP Spanish Language.
- Teachers for this course evaluate Spanish-speaking students for eligibility.

Suggested Elective Courses for Freshmen

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

Additional Registration Information

For the majority of students (without middle school credit), world language study should begin in grade 10.

- This allows completion of at least three units with maximum flexibility in the schedule, and supports studies through AP with minimum likelihood of gaps between courses.

Rolesville High School CTE Department Registration Considerations for 2020-2021

Graduation AND University Admission Requirements

The Future-Ready Core graduation requirements do not include world language study.

Rolesville High School offers four certification programs through our CTE curricula:

- Early Childhood Education
- Pharmacy Technician
- Nursing Fundamentals
- Vet Assisting

All incoming 9th graders are strongly encouraged to take Career Management as an introduction to CTE course offerings and programs, as well as transition to high school skills.

Please see the RHS CTE Pathways document for a detailed list of CTE courses and pathways offered at RHS.

2021-2022 Registration Information

High School English Language Arts

Contact:

Jeremy Parrish, Sr. Administrator, jparrish@wcpss.net, 919.533.7186
 John Davis, Coordinating Teacher, jdavis5@wcpss.net, 919.533.7183

What are the graduation requirements for English?

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

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

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

Where do AP and IB courses fit into this sequence?

- There are two AP English courses offered by College Board: AP Language and Composition, and AP Literature and Composition.
- AP Language fulfills the graduation requirement for English III, and AP Literature fulfills the graduation requirement for English IV.
- International Baccalaureate Diploma Program Language A courses fulfill the graduation requirements for English III and English IV.

Recommendations for Highest Appropriate Rigor for English Rising 9th Graders

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

Data Indicators			
Data Source	Threshold	Recommendation	Moving Ahead...
7 th and 8 th Grade ELA Course Grades	A or B in any level	Honors English I	For grades 10-12, any student making an A or B at any level should be placed in the next highest level.
	C or below	Academic English I	
OR			
Grade 6 EOG Reading Score OR EOG Reading Composite Average	4.0-5.0	Honors English I	For Grade 11, 10 th -grade EOC and Pre-ACT scores may help identify students who would benefit from access to higher rigor.
	3.5-3.9	Honors or Academic	
	2.0-3.4	Academic English I	
	1.9 and below	Academic English I and Reading course elective	
OR			
Area of Needs Report AND iReady Diagnostic Data	Intensive Intervention Literacy Plan	Academic English I and Reading course elective	For grades 10-12, data-based problem solving should continue to identify students who would benefit from access to higher rigor.
	6 th Grade Level or below		
For further guidance, ALSO CONSIDER:			
Student Artifacts SEL Measures	Reminder: As a guiding principle, students can ultimately self-select the course they want to be in; however, for recommendation purposes, teachers should always err on the side of the highest level of rigor when counseling students on the course they enroll in. Previous level artifacts and student willingness/engagement should be considered here.		

Reading & Writing Support Electives

Intervention courses have been streamlined to provide more robust, aligned support. Courses are:

- **Academic Literacy:** This is a more general literacy course that is primarily focused on 9th grade but will focus on a variety of disciplinary literacy skills necessary for long-term success in high school learning across contents. This course is traditionally taught by a Literacy Coach.
- **Integrated Reading:** Use as a co-requisite course in alignment with the skills for success in English I, specifically foundational reading skills such as comprehension, fluency, and vocabulary skill building.
- **Structured Writing:** Use primarily to support 10th grade students in alignment with the skills for success in English II, specifically around the writing process and three types of writing: narrative, argument, and informational/literary.

Suggested Elective Courses

First and Second Year Students who need additional support in reading & writing (see chart above)	First and Second Year Students who read and write on or above grade level
<ul style="list-style-type: none"> ● Academic Literacy: This is a more general literacy course that is primarily focused on 9th grade but will focus on a variety of disciplinary literacy skills necessary for long-term success in high school learning across contents. ● Integrated Reading: Use as a co-requisite course in alignment with the skills for success in English I, primarily around reading and foundational skills. ● Structured Writing: Use as a co-requisite course in alignment with the skills for success in English II, primarily around writing and the writing process. 	<u>Based on interest:</u> Argument Theory and Practice (H) The Human Experience (H) African American Literature (H) Cultural Media Literacy (H) Creative Writing I, I (H), II, II (H) Speech I, I(H), II, II(H) Introduction to Communication and Mass Media Newspaper I, II, II(H) Yearbook I, II, II(H)
Elective Sequences: Students seeking a challenge will want to consider a sequence of courses that lead towards deeper understanding of reading and writing that transcends core English content.	
<ul style="list-style-type: none"> ● Speech and Debate: Speech I; Speech II (H); Advanced Forensics (H); Advanced Research and Forensics (H) <ul style="list-style-type: none"> ○ Other electives of interest: Argument Theory and Practice (H) ● Creative Writing: Creative Writing I (H); Creative Writing II (H); Leadership in Media I (H); Leadership in Media II (H) ● Journalism: Newspaper I; Newspaper II (H); Leadership in Media I (H); Leadership in Media II (H) OR Yearbook I; Yearbook II (H); Leadership in Media I (H); Leadership in Media II (H) <ul style="list-style-type: none"> ○ Other electives of interest: Introduction to Communication and Mass Media ● Literature: The Human Experience (H), Twentieth Century Classics (H), African-American Literature (H); Shakespeare (H), Trends & Movements in Young Adult Literature 	
Students planning to participate in Advanced Placement courses will benefit from authentic reading and writing opportunities through elective courses focusing on argument and debate, public speaking, creative and critical writing, and publication, such as a newspaper, yearbook, or literary magazine.	



2021-2022 Registration Information

High School Mathematics

Sonia Dupree, Senior Administrator, sdupree@wcpss.net 919.533.7193
Anna Jackson, Coordinating Teacher, ajackson1@wcpss.net 919.533.7184

What are the graduation requirements for math?

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

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

What standards are taught in high school mathematics courses?

- The North Carolina Standards for mathematics are [the NC Standards for High School Mathematics](#). All courses up to and including the fourth math courses teach these standards.
- Other math courses use a combination of approved standards for mathematics that are specific to the desired outcomes of the course.

Where do AP and IB courses fit into this sequence?

- There are three AP math courses: AP Calculus AB, AP Calculus BC, and AP Statistics.
- The AP Calculus courses are taken after Precalculus, so students taking AP Calculus have already fulfilled the math graduation requirements (see [Typical High School Math Course Sequences](#)). Both AP Calculus AB and AP Calculus BC are typically taken in the same year on the 4x4 blockschedule.
- AP Statistics can be taken after NC Math 3 and may be taken in conjunction with other math courses. AP Statistics can count as the 4th math credit required for graduation.
- The International Baccalaureate math and computer science courses IB Mathematical Studies SL, IB Mathematics SL, IB Mathematics HL, IB Further Math HL, IB Computer Science SL, and IB Computer Science HL can count as the required 4th math credit beyond NC Math 3.
- There is also an AP Computer Science course that can count as either an elective or as the 4th math towards graduation for students not intending to enter a UNC System institution.

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

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

Current 8 th Grade Course	Data Source	Threshold	Recommendation
Math 8	7 th and 8 th Grade Math Course Grade	A or B in either level	NC Math 1 (semester)
	or		
	6 th Grade EOG Score for Math	3, 4 or 5	NC Math 1 (semester)
Not proficient		NC Math 1A/IB	
NC Math 1	NC Math 1 Course Grade	A or B	Honors NC Math 2
		C or D	Math Plus* and Honors NC Math 2
	or		
	6 th Grade EOG Score	3, 4, or 5	Honors NC Math 2
		Not proficient	Math Plus* and Honors NC Math 2

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

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

** In some cases, high schools may offer Introduction to High School Mathematics before NC Math 1 in order to build a stronger foundation of prior knowledge and skills needed for success in high school math courses.

Additional Registration Information

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

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

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



Typical High School Math Course Sequences

Below are typical course sequences for taking mathematics in high school. This is not all possible scenarios. The gray-shaded box indicates the last course the student must complete to satisfy graduation requirements. Courses in **BOLD** indicate a math credit. Courses not in bold indicate elective credit.

	Year 1		Year 2		Year 3		Year 4
A	Foundations of NC Math 1 (NC Math 1A)	NC Math 1B	Foundations of NC Math 2	NC Math 2	Foundations of NC Math 3	NC Math 3	NC Math 4
B	NC Math 1		NC Math 2		NC Math 3		NC Math 4
C	NC Math 1		NC Math 2 (Honors)		NC Math 3 (Honors)		NC Math 4 (Honors) Or Precalculus And/Or AP Statistics
D	Math Plus (Honors)	NC Math 2 (Honors)	NC Math 3 (Honors)		Precalculus (Honors)** or NC Math 4 (Honors)**		AP Statistics And/or Discrete Math for CS (Honors)
E	Math Plus (Honors)	NC Math 2 (Honors)	NC Math 3 (Honors)		Precalculus (Honors)		AP Calculus AB/BC and/or AP Statistics*
F	NC Math 2 (Honors)		NC Math 3 (Honors)		Precalculus (Honors)		AP Calculus AB/BC and/or AP Statistics*
G	NC Math 3 (Honors)		Precalculus (Honors)		AP Calculus AB	AP Calculus BC	Math Analysis and/or AP Statistics*

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

**A student's post-secondary plans should help guide their 4th math course decision. See below.

Typical Sequences for Students Using the Math Substitution Option*							
	Year 1		Year 2		Year 3		Year 4
H	Fundamental Math	Introductory Mathematics	Foundations of NC Math 1 (NC Math 1A)	NC Math 1B	Foundations of NC Math 2	NC Math 2	Foundations of NC Math 3**
I	Introductory Mathematics		Foundations of NC Math 1 (NC Math 1A)	NC Math 1B	Foundations of NC Math 2	NC Math 2	Foundations of NC Math 3**
J	Foundations of NC Math 1 (NC Math 1A)	NC Math 1B	Foundations of NC Math 2	NC Math 2	Foundations of NC Math 3**		NC Math 3**

*This is provided for the rare instance that a principal exempts a student (*in their senior year*) from the Future-Ready Core Math sequence.

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

While all pathways can be considered by all students, the following table provides possible pathways based on a student's post high school plans and interests.

Post High School Plans:	Pathways to consider:
Considering a College/University and a STEM career	E, F, G
Considering a College/University and a NON-STEM career	A, B, C, D
Entering a Community College or Trade Career	H, I, J

High School Math Base Course Codes 2020-21

Course	Code	Scheduling Comments
Fundamental Math (Elective)	28002X0B	This course replaces Foundations of Math 1 (Foundations of Algebra); it is intended for Level I students; it should be paired with Intro Math (20202X0) in the spring (on block).
Introductory Mathematics (Elective)	20202X0	This course is intended for Level II students.
Foundations of Math 1 (Math 1A) (Elective)	20902X0	This course should be paired with Math 1B (21032X0B).
NC Math 1B	21092X0B	This course should be paired with Foundations of Math 1 (Math 1A) (20502X0)
Math Plus (Honors) (Elective)	28005X0L	This course replaces Special Topics in Mathematics. This course is intended for students who took Math 1 in 8 th grade who are not ready for Honors Math 2. It should be paired with Honors Math 2 (22015X0).
NC Math 1	21092X0	
Foundations of Math 2 (Elective)	20912X0	
NC Math 2	22092X0	
NC Math 2 (HONORS)	22095X0	
Foundations of Math 3 (Elective)	20922X0	
NC Math 3	23092X0	
NC Math 3 (HONORS)	23095X0	
NC Math 4	24092X0	
NC Math 4 (HONORS)	24095X0	
Precalculus (Honors)	24035X0	
Discrete Mathematics for Computer Science (HONORS)	24015X0	This course should be taken after a 4 th math course.
Mathematical Analysis (Honors)	28005X0J	Elective credit only
Advanced Placement Calculus: AB	2A007X0	
Advanced Placement Calculus: BC	2A017X0	
Advanced Placement Statistics	2A037X0	
Advanced Placement Computer Science	2A027X0	Elective credit only
CCRG Math	20132X0	Elective credit only

Magnet Course Codes		
Integrated Math IV Honors	24025X0	
Magnet Projects in Mathematics (Honors)	28005X0A	Elective credit only
Magnet Intro Computer Science (Honors)	28005X0B	Elective credit only
Magnet Advanced Computer Science (Honors)	28005X0C	Elective credit only
Magnet Calculus III	28005X0E	Elective credit only
Magnet Differential Equations	28005X0G	Elective credit only
Magnet Topics in Calculus (Honors)	28005X0M	Elective credit only

2021-2022 Registration Information

High School Science



Graduation Requirements

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

Standards for HS Science

- The NC Essential Standards will be taught in all core science courses. A particular focus should be placed on building strong literacy skills daily (speaking, reading, writing and listening) to help build scientific literacy.
- Science elective courses may use a combination of a literacy focus and other standards (locally determined) that may be specific to the desired outcomes of the course.

Changes in Course Offerings

- Honors options added for Introduction to Meteorology, Principles of Human Inheritance and Astronomy.

Potential Science Sequences

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

Making Student Recommendations for Highest Appropriate Rigor Rising 9th Graders

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

Data Indicators for 9 th -grade Student Recommendations for Science All data points are in Quickr.			
Data Source	Threshold	Recommendation	Moving Ahead...
7 th and 8 th Grade ELA and Math Course Grades	A or B in any level	Honors Earth/Environmental Science or Honors Biology (based on student choice/interest)	For grades 10-12, any student making an A or B at any level consider strongly placing them in the next highest level.
OR			
7 th and 8 th Grade ELA EOG & Math I EOC scores may help to identify those students who are ready for Honors Biology in 9 th grade.	4.0-5.0	Honors Earth/Environmental or Honors Biology (based on student choice/interest)	9 th Grade students who take Biology will still need to complete an Earth/Environmental course credit in HS. These students would track to AP Environmental Science.
	3.0-3.9	Honors or Academic Environmental Science	
	2.0 and below	Academic Earth/Environmental Science	
AND/OR			
EVAAS Predicted Score for Biology EOC	Levels 3.5-5	Honors Earth/Environmental Science or Honors Biology (based on student choice/interest)	Reminder: EVAAS Predictions are functions of other data points, so this data should be used to confirm your recommendation, not to change a recommendation.
	Levels 3.0-3.5	Honors Earth/Environmental Science	
	Level 2.9 and below	Academic Earth/Environmental Science	



2020-21 Registration Information

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What are the graduation requirements?

Pending: New for 2021-22 School Year

Rising 9th Graders: Class of 2025

1. Incoming freshmen are required to take and pass the new Economics and Personal Finance (EPF) course. Currently, there is no required sequencing; however, this is a graduation requirement for the Class of 2025.
2. For those students entering high school in 2021-22, the proposed sequencing is:
 - a. World History: Modern
 - b. American History
 - c. Civic Literacy
 - d. Economics and Personal Finance

NOTE: The new World History: Modern, American History, and Civic Literacy courses are still in **draft form** and **have not yet been approved** by the State Board of Education at the time our information is being shared. Information is forthcoming and will be shared with all stakeholders as soon as there is more clarity.

Rising 10th Graders: Class of 2024

1. Current freshmen are required to take and pass the new Economics and Personal Finance (EPF) course. There is no required sequencing; however, this is a graduation requirement for the Class of 2024.
2. The proposed sequencing based on last year's guidance still stands for the Class of 2024.
 - a. World History
 - b. A Founding Principles Course
 - i. Either:
 1. Civics & Economics
 2. *new* Civic Literacy
 - c. *new* American History
 - d. Economics & Personal Finance

Rising 11th and 12th Graders: Classes of 2023 and 2022

1. Students are required to take and pass the four mandated high school social studies courses. With the addition of the EPF course for the 2020-21 school year and the impending roll out of three additional new courses, considerations for course sequencing will continue to be critical for scheduling. This is the current recommended sequence for those enrolled in school between 2014-15 and 2019-20. Each high school social studies course is intended to be a standalone course. There are **no** prerequisites for any of the high school social studies courses.
 - a. World History
 - b. American History Courses
 - i. Either:
 1. American History I & II
 2. American History I **OR** II and a Social Studies Elective
 3. *new* American History and a Social Studies Elective
 - c. A Founding Principles Course:
 - i. Either:
 1. Civics & Economics
 2. *new* Civic Literacy

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Course Sequencing Options: 2021-22 School Year

Class of	Graduation Requirements
Class of 2024-25: Rising 9th Graders	<ul style="list-style-type: none"> ● *new* World History ● *new* Civic Literacy ● *new* American History ● Economics & Personal Finance (EPF)
Class of 2023-24: Rising 10th Graders	<ul style="list-style-type: none"> ● World History ● A Founding Principles Course <ul style="list-style-type: none"> ○ Either: <ul style="list-style-type: none"> ■ Civics & Economics ■ *new* Civic Literacy ● *new* American History ● Economics & Personal Finance
Class of 2022-23: Rising 11th Graders	<ul style="list-style-type: none"> ● World History ● American History Courses <ul style="list-style-type: none"> ○ Either: <ul style="list-style-type: none"> ■ American History I & II ■ American History I OR II and a Social Studies Elective ■ *new* American History and a Social Studies Elective ● A Founding Principles Course: <ul style="list-style-type: none"> ○ Either: <ul style="list-style-type: none"> ■ Civics & Economics ■ *new* Civic Literacy
Class of 2021-22: Rising 12th Graders* <i>*Graduation Requirements for those entering between 2014-15 and 2019-20.</i>	<ul style="list-style-type: none"> ● World History ● American History Courses <ul style="list-style-type: none"> ○ Either: <ul style="list-style-type: none"> ■ American History I & II ■ American History I OR II and a Social Studies Elective ■ *new* American History and a Social Studies Elective ● A Founding Principles Course: <ul style="list-style-type: none"> ○ Either: <ul style="list-style-type: none"> ■ Civics & Economics ■ *new* Civic Literacy



Course Placement Considerations: 2021-22 School Year

What should determine student course placement? The High School Social Studies Program is committed to providing the highest level of rigor for each student. We encourage our schools to make purposeful recommendations, placing students in the most rigorous course appropriate based on **any one or more** of the data points below.

Course Placement Considerations for Incoming Freshmen			Additional Notes
Data Source	Threshold	Recommendation(s)	
8th Grade Social Studies	Course Grade \geq 80%	Honors World History	AP World History, AP Human Geography, and AP Psychology are possible options for freshmen; these courses could be considered gateway AP courses or entry-level courses.
	Course Grade \geq 90%	Honors World History OR AP World History if offered	
AND/OR			Students may substitute either AP US History or IB History of the Americas for American History I and American History II, or the new American History course. <i>If they do this, they are required to take a fourth social studies course (elective).</i>
Grade 6 EOG for Reading	4.0-5.0	Honors OR AP World History	
	3.0-3.9	Honors World History	
	2.0-2.9	World History OR Honors World History	
	1.9 or Below	World History	
Course Placement Considerations for Sophomores, Juniors, and Seniors			Placement should be based on multiple factors and should focus on multiple avenues to access honors / AP / IB learning. Students' willingness to challenge themselves in a more rigorous course than indicated by data is also a relevant factor to consider.
Data Source	Threshold	Recommendation(s)	
High School Social Studies Course Grade(s)	Final Course Grade \geq 80% in Honors Level	Advanced Placement Course	
	Final Course Grade \geq 80% in Standard Level	Honors Level Course for the Next Sequence	
AND/OR			
Grade 8 EOG for Reading English II EOC	4.0-5.0	Honors OR AP	
	3.0-3.9	Honors	
	2.0-2.9	Standard OR Honors	
	1.9 or Below	Standard	
AND/OR			
AP Potential	\geq 60%	Corresponding AP Course	
	40%-59%	Corresponding AP or Honors Course	