



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 <sup>th</sup> -11 <sup>th</sup> 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 16	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.**



Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएं चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919) 852-3303

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

如果您需要免费翻译服务来了解学校流程, 请致电 (919) 852-3303

## 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](http://www.eligibilitycenter.org). For Division III, contact your Division III college regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements and current NCAA approved course lists, go to [www.eligibilitycenter.org](http://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](http://Rolesvillevisualarts.com)  
Twitter: @MrBsRHSartclass

Kaitlyn (Garner) Davis, Chorus, kdavis14@wcpss.net  
Instagram: rolesvillechoir  
Website: [rolesvillechorus.weebly.com](http://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](http://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 CTE Department Registration Considerations for 2020-2021

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

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

Students interested in applying for the Rolesville High School **Digital Arts and Project Management Business Academy** can find more information on the RHS website.

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

**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 9<sup>th</sup> 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 <sup>th</sup> and 8 <sup>th</sup> 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	
<b>OR</b>			
Grade 6 EOG Reading Score OR EOG Reading Composite Average	4.0-5.0	Honors English I	For Grade 11, 10 <sup>th</sup> -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	
<b>OR</b>			
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 <sup>th</sup> Grade Level or below		
<b>For further guidance, ALSO CONSIDER:</b>			
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.		

## 2021-2022 Registration Information

### High School English Language Arts

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





## 2021-2022 Registration Information

# High School Mathematics

### **What are the graduation requirements for math?**

#### **For 9<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 block schedule.
- 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 4<sup>th</sup> 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 4<sup>th</sup> math credit beyond NC Math 3.
- There is also an AP Computer Science course that can count as either an elective or as the 4<sup>th</sup> math towards graduation for students not intending to enter a UNC System institution.

## Recommendations for Most Rigorously Appropriate Course Placement for Mathematics Rising 9<sup>th</sup> 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 <sup>th</sup> Grade Course	Data Source	Threshold	Recommendation
Math 8	7 <sup>th</sup> and 8 <sup>th</sup> Grade Math Course Grade	A or B in either level	NC Math 1 (semester)
	or		
	6 <sup>th</sup> 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 <sup>th</sup> 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:

<b>Math Credits Transferring In</b>	<b>Math Course Placement</b>
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 4<sup>th</sup> 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
<b>A</b>	Foundations of NC Math 1 (NC Math 1A)	<b>NC Math 1B</b>	Foundations of NC Math 2	<b>NC Math 2</b>	Foundations of NC Math 3	<b>NC Math 3</b>	<b>NC Math 4</b>
<b>B</b>	<b>NC Math 1</b>		<b>NC Math 2</b>		<b>NC Math 3</b>		<b>NC Math 4</b>
<b>C</b>	<b>NC Math 1</b>		<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		<b>NC Math 4 (Honors) Or Precalculus And/Or AP Statistics</b>
<b>D</b>	Math Plus (Honors)	<b>NC Math 2 (Honors)</b>	<b>NC Math 3 (Honors)</b>		Precalculus (Honors)** or NC Math 4 (Honors)**		<b>AP Statistics And/or Discrete Math for CS (Honors)</b>
<b>E</b>	Math Plus (Honors)	<b>NC Math 2 (Honors)</b>	<b>NC Math 3 (Honors)</b>		Precalculus (Honors)		<b>AP Calculus AB/BC and/or AP Statistics*</b>
<b>F</b>	<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		Precalculus (Honors)		<b>AP Calculus AB/BC and/or AP Statistics*</b>
<b>G</b>	<b>NC Math 3 (Honors)</b>		Precalculus (Honors)		<b>AP Calculus AB</b>	<b>AP Calculus BC</b>	<b>Math Analysis and/or AP Statistics*</b>

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

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

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

# 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 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> 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 9<sup>th</sup> 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 <sup>th</sup> -grade Student Recommendations for Science All data points are in Quickr.			
Data Source	Threshold	Recommendation	Moving Ahead...
7 <sup>th</sup> and 8 <sup>th</sup> Grade ELA <b>and</b> Math Course Grades	A or B in any level	Honors Earth/Environmental Science or Honors Biology <b>(based on student choice/interest)</b>	For grades 10-12, any student making an A or B at any level consider strongly placing them in the next highest level.
<b>OR</b>			
7 <sup>th</sup> and 8 <sup>th</sup> Grade ELA EOG & Math I EOC scores may help to identify those students who are ready for Honors Biology in 9 <sup>th</sup> grade.	4.0-5.0	Honors Earth/Environmental or Honors Biology (based on student choice/interest)	9 <sup>th</sup> 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	
<b>AND/OR</b>			
EVAAS Predicted Score for Biology EOC	Levels 3.5-5	Honors Earth/Environmental Science or Honors Biology <b>(based on student choice/interest)</b>	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	

## 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.  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. <b>If they do this, they are required to take a fourth social studies course (elective).</b>	
	Course Grade $\geq$ 90%	Honors World History <b>OR</b> AP World History if offered		
<b>AND/OR</b>				
Grade 6 EOG for Reading	4.0-5.0	Honors <b>OR</b> AP World History		
	3.0-3.9	Honors World History		
	2.0-2.9	World History <b>OR</b> Honors World History		
	1.9 or Below	World History		
<b>Course Placement Considerations for Sophomores, Juniors, and Seniors</b>				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		
<b>AND/OR</b>				
Grade 8 EOG for Reading English II EOC	4.0-5.0	Honors <b>OR</b> AP		
	3.0-3.9	Honors		
	2.0-2.9	Standard <b>OR</b> Honors		
	1.9 or Below	Standard		
<b>AND/OR</b>				
AP Potential	$\geq$ 60%	Corresponding AP Course		
	40%-59%	Corresponding AP or Honors Course		

## World Languages

### Graduation AND University Admissions 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 UNC system schools.
- The suggested method for proficiency placement requires that your specific World Language teacher administer their final exam for the level the student intends to skip. In addition, the World Language teacher may opt to administer an on-demand writing and/or speaking prompt to assess the student's language proficiency.

### Course Offerings for Spanish Heritage (formerly Spanish for Native Speakers)

- Spanish Heritage I (**11492X0**) and Spanish Heritage II Honors (**115050**) count towards the College/University Course of Study requirements. After Spanish Heritage II, students should take Spanish IV or AP Spanish Language.
- Teachers for this course should 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 Level IB or Spanish I MS for HS Credit).
- Middle school students who do not have a HS World Language credit from MS, and 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 (at non-IB schools).
- When feasible, students would be scheduled into **Level I and Level II courses in consecutive terms: fall-spring or spring-fall**
- **For optimal scheduling and the availability for re-start, offer Levels I and II each semester.** Every effort should be made to ensure that no more than one term elapses between any two advanced level courses.
- World Language classes may not be repeated for FRC World Language credit.