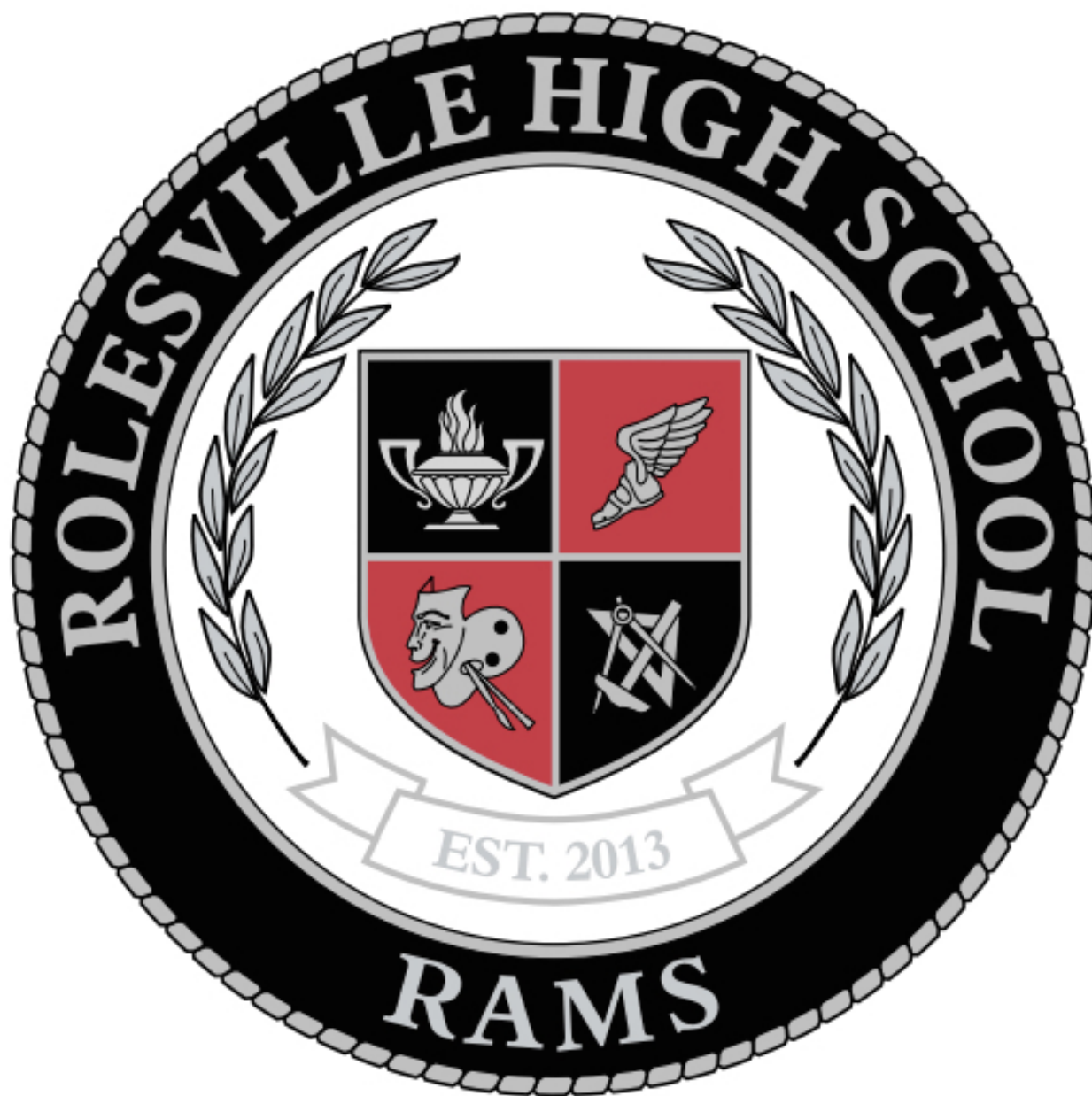


# Rolesville High School Program Planning Guide

2021-2022



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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 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, 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 in order to meet graduation and college or university admissions requirements.

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

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

Student must satisfy all course, credit and testing requirements for at least one diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. A chart listing specific course requirements for graduation can be found on page 7.

NC Math I is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in 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

Beginning with the graduating class of 2014-15, 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 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.

### Career Endorsement Requirements

- Except as limited by NCGS §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements including applied math courses found in the Career & Technical Education (CTE) domain.
- The student shall complete a CTE concentration in one of the approved CTE Cluster Areas.
- The student shall earn an unweighted grade point average (GPA) of at least 2.6.
- The student shall earn at least one industry recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the silver level or above from WorkKeys assessments or other appropriate industry credential/certification.

### College Endorsement Requirements

#### Option #1

- The student shall complete Future-Ready Core mathematics sequence. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing math class under the North Carolina Community College System's Multiple Measures Placement Policy.
- The student shall earn an unweighted GPA of at least 2.6.

#### Option #2

- The student shall complete the Future-Ready Core mathematics sequence and a fourth math course that meets the University of North Carolina Minimum Admissions Requirements that include a mathematics course with either Algebra II, Math III, or Integrated Mathematics III as a prerequisite.
- The student shall complete three units of science include at least one physical science with a lab, one life science, and one additional science course.
- The student shall complete US History or equivalent coursework.
- The student shall complete two units of a world language (other than English).
- The student shall earn a weighted GPA of at least 2.5.

### Global Languages Endorsement

- The student shall earn a combined unweighted GPA of 2.5 or above for the four English Language Arts courses required for graduation.
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below in accordance with the guidelines developed by the North Carolina Department of Public Instruction:
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing "intermediate low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
  - Establish "intermediate low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
- Limited English Proficient students shall complete all the requirements of the two bullets above and reach "developing" proficiency per the World-Class Instruction Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below in accordance with the guidelines developed by the North Carolina Department of Public Instruction:
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing "intermediate low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
  - Establish "intermediate low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
- Limited English Proficient students shall complete all the requirements of the two bullets above and reach "developing" proficiency per the World-Class Instruction Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

**North Carolina Academic Scholars Endorsement**

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program (see chart below)
- Have an overall four-year unweighted GPA of 3.5 or higher.
- Complete all requirements for a North Carolina high school diploma.

Content Area	Credits	Courses
English	4	English I, II, III, IV
Math	4	NC Math I, II, III, and a higher level math course with NC Math 3 as a prerequisite
Science	3	Physics or Chemistry, Biology, and Earth/Environmental Science
Social Studies	4	Graduation Requirements for those entering between 2014-15 and 2019-20: World History, American History I & II, and American History: Founding Principles, Civics, & Economics Graduation Requirements for those who entered 9th grade in 2020-21: World History, an American History course, A Founding Principles course (either Civics & Economics or Civic Literacy), Economics and Personal Finance Projected Graduation Requirements for those who enter 9th grade in 2021-22: World History, Civic Literacy, American History, Economics & Personal Finance
Healthful Living	1	Healthful Living I
Electives	6	Two (2) elective credits in a second language required for the UNC System; Four (4) elective credits constituting a concentration recommended from one of the following: Career & Technical Education (CTE), JROTC, Arts Education, Second Languages, and other subject areas
	3	Three higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other hors or above designation courses
	or	
	2	Two higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other hors or above designation courses <b>AND</b> Completion of the NC Graduation Project
<b>Total Credits</b>	<b>25 or 24+ NCGP</b>	

Where any conflicts may exist between this document and the [State Board of Education Policy GRAD-007](#) regarding Endorsements, the State Board Policy will take priority.

## Graduation Requirements Chart

Content Area	For Ninth Graders Entering in 2013 or Later	For Ninth Graders Entering 2017 or later
	FUTURE-READY CORE	OCCUPATIONAL COURSE OF STUDY
English	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English I, II, III, IV
Mathematics	<b>4 Credits</b> NC Math 1, NC Math 2, NC Math 3, and a 4th 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>	<b>3 Credits</b> Introduction to Mathematics, Algebra 1 (NC Math I), Financial Management
Science	<b>3 Credits</b> A physical science course, Biology, Earth/Environmental Science	<b>2 Credits</b> Applied Science, Biology
Social Studies	<b>4 Credits</b> Entering high school Fall 2019 and before: World History (or AP World History), American History I: Founding Principles, American History II (or AP US History & 1 additional social studies elective), and American History: Founding Principles, Civics & Economics  Entering high school Fall 2020 and beyond: The State Board of Education is reviewing options for Social Studies Graduation requirements. Once final decisions have been made at the state level, we will update this section.	<b>2 Credits</b> American History I or American History II and American History: Founding Principles, Civics & Economics  Students Entering 9th grade in 2016 or earlier need American History I AND American History II
World Language	<b>2 Credits</b> are required to meet Minimum Application Requirements for the UNC System.	Not Required
Health & Physical Education	<b>1 Credit</b> Healthful Living I  Successful Completion of CPR requirement outlined in NCGS 115C-81.	<b>1 Credit</b> Healthful Living I  Successful Completion of CPR requirement outlined in NCGS 115C-81.
Specific Electives	<b>6 Credits Required</b> <b>2 elective credits of any combination from either:</b> - Career & Technical Education (CTE) - Arts Education - World Languages <b>4 elective credits strongly recommended (four course concentration) from one of the following:</b> - Career & Technical Education (CTE) - JROTC - Arts Education (e.g., dance, music, theatre, visual arts) - Any other subject area (e.g., mathematics, science, social studies, English, or cross-disciplinary)	<b>6 Credits</b> Occupational Prep I, II, III, IV  Completion of Work-Based Hours as follows: <b>Students Entering 9th Grade 2014 or later: 600 Hours</b> School-Based Vocational Training = 150 Hours Community-Based Vocational Training = 225 Hours Competitive Paid Employment = 225 Hours  <b>Students Entering 9th Grade 2013 or earlier: 900 Hours</b> School-Based Vocational Training = 300 Hours Community-Based Vocational Training = 240 Hours Competitive Paid Employment = 360 Hours  Completion and presentation of a Career Portfolio containing all of the required components.
Career & Technical Education		<b>4 Credits</b> CTE Electives
Additional Electives	<b>4 Credits</b>	
<b>Total</b>	<b>26 Credits</b>	<b>22 Credits</b>

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

## University of North Carolina System: Minimum Admission Requirements

While these are minimum requirements in the University of North Carolina system, some campuses require a more competitive transcript for final admission. Starting in Fall 2013, Students admitted to the UNC system will have to show a minimum of 2.5 high school grade point average and at least 800 (old test) or 880 (newer test) on the SAT or 17 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college websites for further information.

UNC System Minimum Admission Requirements
Six (6) Credits in <b>language</b> , including: <ul style="list-style-type: none"><li>● Four (4) credits in English emphasizing grammar, composition, and literature, and</li><li>● Two (2) credits in a language other than English</li></ul>
Four (4) credits in <b>mathematics</b> in any of the following combinations: For students entering high school prior to 2012-2013 <ul style="list-style-type: none"><li>● Algebra I and II, Geometry, and one credit beyond Algebra II</li><li>● Algebra I and II, and two credits beyond Algebra II, or</li><li>● Integrated Mathematics I, II, and III and one credit beyond Integrated Math III</li></ul> For students entering high school in 2012-2013 and beyond: <ul style="list-style-type: none"><li>● NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3</li></ul> It is recommended that prospective students take a mathematics credit in the 12th grade.
Three (3) credits in <b>science</b> , including: <ul style="list-style-type: none"><li>● At least one (1) credit in a life or biological science (for example, Biology),</li><li>● At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and,</li><li>● At least one (1) laboratory course</li></ul>
Two credits in <b>social studies</b> , including, <ul style="list-style-type: none"><li>● One (1) credit in United States History</li></ul> 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.

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, 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, and Wakefield 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 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 credits	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

**Enloe (Note: Beginning with students entering 9th grade in 2016 or later, promotion will match those listed with comprehensive high schools in the 1st box on this page.)**

From Grade	Promotion Criteria	Credits
9	English I; two credits in the areas of mathematics, social studies, or science; and two additional credits	5
10	English II; one credit in mathematics; one credit in social studies; one credit in science; and one additional credits	10
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	15

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, Class Rank & Honors

## Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#). Quality points for student entering 9th grade in 2015-16 and beyond are as follows:

Letter Grade	Standard Course	Honors Courses	AP Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	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 = withdrawal w/ an F

## 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 mid-point 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 2020-2021, EOC tests will be administered in the following courses: NC Math 1, NC Math 3, Biology, English II.

## 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. For students who entered 9th grade in 2014-15 or prior, advanced placement courses carry two extra quality points and honors courses carry one extra quality point. For students who entered 9th grade in 2015-16 or later, Advanced Placement courses carry one (1.0) extra quality point and 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

Beginning in 2018-19, the 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 WCPSS high school from another school (public or private, a home school, or an alternative school) may receive credit toward graduation for courses successfully completed in the sending school.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors and AP by the sending school.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect for the year the courses were taken or the magnet planning guide for the receiving magnet school.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect for the year the courses were taken.

Students transferring from a non-public school accredited by one of the six regional accrediting associations\* into the WCPSS will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect the year the courses were taken.

Upon review and approval by the principal, students transferring into a WCPSS school from a non-public school not accredited by one of the six regional accrediting associations\* or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school according to the following guidelines:

- 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, total number of contact hours per course, and scores of any standardized tests the student has taken.
- Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-WCPSS grades.
- Grades and credits will not be included in the calculation of GPA or class rank.

Per Wake County School Board Regulation Code 5535.7 R&P, students reentering a WCPSS school after being long-term suspended, suspended for 365 days, or expelled from the Wake County Public School System may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension while enrolled in a private school, an institution of higher education, or a home school program. The principal will review the student's record as provided by the sending school to determine if credit should be granted for the courses successfully completed. If credit is granted:

- Grades will be recorded as "Pass" (P) or "Fail" (F).
- No quality points will be awarded for credits earned while the student is suspended or expelled from WCPSS.
- Credits will not count as credits attempted for purposes of calculating the student's GPA and class rank.
- The student will not be eligible for any school recognition or honor which is determined by the student's cumulative GPA or class rank.

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; for example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class. Determination 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](http://www.cfnc.org).

WCPSS high schools provide each currently enrolled high school student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$5.00 charge for each additional paper transcript, after the first three. In order for a paper transcript to be "official," it must be sent from the high school office to the college, university, or organization without the student or parent handling it.

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

In addition to the three free 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.

# Graduations

## Early Graduation (Six Semesters or Less)

For graduation prior to one's class, a student must:

- a) Show satisfactory mastery of high school academic skills and concepts;
- b) Show a need for early graduation; and,
- c) Meet the graduation course and testing requirements that were effective for the year he/she entered 9th grade for the first time.

Procedures for early graduation include:

- a) The parent(s) / court appointed custodian(s) of a student may request early graduation for the student by filing a written request with the school principal at least 30 days prior to the beginning of the student's last semester of enrollment.
- b) The principal with a committee of local school staff considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis subject to the criteria state above.

Students who plan to complete college admissions requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities. If a student has met requirements through the early graduation planning process and the school issues a diploma accordingly, the student will not be eligible to return to a WCPSS high school.

## Mid-Year Graduation (After Seven Semesters)

Seniors who wish to graduate at the mid-point of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester. If a student is approved for midyear graduation and schedules have been adjusted accordingly, the decision to graduate after seven semesters becomes binding. Mid-year graduates will not be eligible to participate in school events or activities as a student during spring semester. The principal may grant a mid-year graduate permission to participate in June graduation ceremonies. Mid-year graduates will not be included in the Q3 senior honors rank.

# 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.

## 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 earned in courses taken abroad are not included in the calculation of the student's grade point average. 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 needs to recover and not be a fixed length of time. For example, a student may only need a few weeks to recover the needed skills and knowledge and would not be required to take the course for the entire semester (or year).
- 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

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.
  1. University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
  2. 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.

## Arts Education Courses

Previous performance in Arts Education courses and teacher recommendation should be considered in course selection. Arts courses may be repeated for credit including Honors level courses.

### Visual Art

#### SCULPTURE/CERAMICS – VISUAL ARTS 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) (HN)

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) (HN)

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 (HN)

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 (HN)

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.

<b>ADVANCED PLACEMENT STUDIO ART 2D DESIGN</b>	<b>5A027X0</b>	<b>1 CREDIT</b>
<b>ADVANCED PLACEMENT STUDIO ART 3D DESIGN</b>	<b>5A037X0</b>	<b>1 CREDIT</b>
<b>ADVANCED PLACEMENT STUDIO ART DRAWING</b>	<b>5A047X0</b>	<b>1 CREDIT</b>

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

Emphasis is placed on studio art. It is expected that students enrolled in these courses will take the College Board Advanced Placement Test. The student must prepare and submit a portfolio to the Advanced Placement 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.

<b>INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) (HN)</b>	<b>54645X0B</b>	<b>1 CREDIT</b>
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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

<b>MODERN DANCE - BEGINNING</b>	<b>51152X0A</b>	<b>1 CREDIT</b>
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This course introduces students to movement and choreography through the elements of modern dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

<b>MODERN DANCE - INTERMEDIATE</b>	<b>51162X0A</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Audition or portfolio review using the WCPSS Placement Assessment Tool*

This course continues the development of intermediate movement skills and choreography through an enhanced application of modern dance techniques. Students apply technical skills from a variety of dance forms to enhance performance at an intermediate level. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette 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.

<b>MODERN DANCE - PROFICIENT (HONORS)</b>	<b>51175X0A</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Modern Dance – Intermediate or audition*

Technical skills and aesthetic awareness are developed through more challenging dance technique and choreography classes. Success at the proficient level requires rigorous study in technique, performance, dance history, anatomy and deep aesthetic awareness. In addition, students demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

<b>MODERN DANCE - ADVANCED (HONORS)</b>	<b>51185X0A</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Audition or Portfolio review using the WCPSS Placement Assessment Tool*

Success at the advanced level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Advanced modern dance is a challenging technique class where students present and produce their own choreography. Students will demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

<b>INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) (HONORS)</b>	<b>51285X0A</b>	<b>1 CREDIT</b>
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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

<b>THEATRE ARTS - BEGINNING</b>	<b>53152X0A</b>	<b>1 CREDIT</b>
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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.

<b>THEATRE ARTS – INTERMEDIATE</b>	<b>53162X0A</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Theatre Arts – Beginning or audition*

Students continue to develop vocal and physical 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) (HN)****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) (HN)****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****VOCAL MUSIC – MIXED CHORUS – BEGINNING****52302X0A****1 CREDIT**

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

**VOCAL MUSIC – CHORAL ENSEMBLE – INTERMEDIATE****52312X0A****1 CREDIT***Recommended prerequisite(s): Vocal Music – Beginning or audition*

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

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

**VOCAL MUSIC – CONCERT CHORUS – PROFICIENT (HONORS)****52325X0A****1 CREDIT***Recommended prerequisite(s): Vocal Music – Intermediate or audition*

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

**VOCAL MUSIC – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS)****52335X0A****1 CREDIT***Recommended prerequisite(s): Vocal Music – Proficient or audition*

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

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

## Instrumental Music

### **INSTRUMENTAL MUSIC: BAND – BEGINNING**

**52552X0A**

**1 CREDIT**

*Recommended prerequisite(s): Middle School band or audition*

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

### **INSTRUMENTAL MUSIC: BAND – INTERMEDIATE**

**52562X0A**

**1 CREDIT**

*Recommended prerequisite(s): Band – Beginning or audition*

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

### **INSTRUMENTAL MUSIC: BAND – PROFICIENT (HONORS)**

**52575X0A**

**1 CREDIT**

*Recommended prerequisite(s): Band – Intermediate or audition*

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

### **INSTRUMENTAL MUSIC: BAND – ADVANCED (HONORS)**

**52585X0A**

**1 CREDIT**

*Recommended prerequisite(s): Band – Proficient (Honors) or audition*

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

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

### **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.

### **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. Dr. Rodney Trice has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-0524.

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	<a href="http://www.cfnc.org">www.cfnc.org</a>
Career One Stop	<a href="http://www.Careeronestop.org">www.Careeronestop.org</a>
Education Planner	<a href="http://www.educationplanner.org">www.educationplanner.org</a>
College Career Life Planning	<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>
College Board	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
O*NET Online	<a href="http://www.onetonline.org/">www.onetonline.org/</a>
ACT	<a href="http://www.act.org">www.act.org</a>
Kiplinger's Best College Values	<a href="http://www.kiplinger.com/tools/colleges/">www.kiplinger.com/tools/colleges/</a>
My Plan	<a href="http://www.Myplan.com">www.Myplan.com</a>
NC Works Online	<a href="https://www.ncworks.gov/vosnet/Default.aspx">https://www.ncworks.gov/vosnet/Default.aspx</a>
NC Careers	<a href="http://nccareers.org/">http://nccareers.org/</a>

In addition to student interest, previous performance in Career and Technical Education (CTE) courses and teacher recommendation should be considered in course selection. Students are encouraged to complete at least four credits in a pathway or cluster area while in high school. CTE courses are enhanced by an array of work-based learning opportunities. These include content-related projects, job shadowing, supervised work experiences, internships, apprenticeships, cooperative education, and field trips. These are particularly applicable to advanced-level courses.

A Career and Technical Student Organization (CTSO) is an integral part of each program area's curriculum. Any student enrolled in a CTE course is eligible for membership in the Career and Technical Student Organization (CTSO) associated with that program area. The CTSOs 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 completer courses for a pathway. Course descriptions include applicable work-based learning activities and the related CTSO. Students may also be eligible to complete an industry- recognized credential as part of their CTE pathway completion. Course descriptions also note the aligned credentials.

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

## AGRICULTURE, FOOD AND NATURAL RESOURCES

### Animal Systems

#### AGRISCIENCE APPLICATIONS

AU102X0

1 CREDIT

*Prerequisite: None*

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced.

- Work Based Learning Opportunities: **Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- Aligned Industry Credential: NC Hunter Safety Course, National Safe Tractor and Machinery Operation Certification, AWS Certified Welder D1.1 Structural Steel

#### ANIMAL SCIENCE I

AA212X0

1 CREDIT

*Prerequisite: None*

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

- Work Based Learning Opportunities: **Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- Aligned Industry Credential: NC Beef Quality Assurance, NC Pork Quality Assurance & Certification, Youth for Quality Care of Animals (YQCA) Certification

#### ANIMAL SCIENCE II - SMALL ANIMAL (HONORS)

AA235X0

1 CREDIT

*Prerequisite: AA21 Animal Science I*

In addition to the standard course requirements, Animal Science II- Small 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 Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- Aligned Industry Credential: None

#### VETERINARY ASSISTING (HONORS)

AA415X0

1 CREDIT

*Prerequisite: AA22 Animal Science II or AA23 Animal Science II-Small Animal*

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences. 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 Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes**
- Aligned Industry Credential: Certified Veterinarian Assistant

## Food Products & Processing Systems

### FOOD AND NUTRITION I

FN412X0

1 CREDIT

*Prerequisite: FC11 Principles of Family and Human Services recommended;*

*Note: For safety and sanitation reasons, enrollment should not exceed 20 in this course.*

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

- Work Based Learning Opportunities: Apprenticeship: No 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: ANSI-Accredited Food Handler Certificate

### FOOD AND NUTRITION II (HONORS)

FN425X0

1 CREDIT

*Prerequisite: FN41 Food and Nutrition I OR FH21 Culinary Arts and Hospitality I*

*\*For safety and sanitation reasons, enrollment should not exceed 20 in this course.*

In addition to the standard course requirements for Food and Nutrition 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 the appropriate industry certification exam associated with the course, if available.

- Work Based Learning Opportunities: Apprenticeship: Yes 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: ANSI-Approved Certified Food Protection Manager, Certification Pre-Professional Assessment Certification in Nutrition, Food, and Wellness

## Plant Systems

### HORTICULTURE I (HONORS)

AP415X0

1 CREDIT

*Prerequisite: None*

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 Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP), Certified Young Plant Professional (CYPP), NC Private Pesticide Applicator License

### HORTICULTURE II

AP422X0

1 CREDIT

*Prerequisite: AP41 Horticulture I*

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

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

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP), Certified Young Plant Professional (CYPP), NC Private Pesticide Applicator License

### HORTICULTURE I (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 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: NC Private Pesticide Applicator License

Aligned CTSO: National FFA Organization

## ARCHITECTURE & CONSTRUCTION

### CONSTRUCTION AND MAINTENANCE/OPERATIONS

#### CONSTRUCTION CORE

IC002X0

1 CREDIT

*Prerequisite: None*

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum- area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced.

- Work Based Learning Opportunities: Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: No
- Aligned Industry Credential: NCCER and the OSHA 10-Hour Construction Industry Certifications

#### ELECTRICAL TRADES I

IC412X0

1 CREDIT

*Prerequisite: IC00 Construction Core*

*\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization. English language arts, mathematics, and science are reinforced.

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

#### ELECTRICAL TRADES II (HONORS)

IC425X0

1 CREDIT

*Prerequisite: IC41 Electrical Trades I*

*\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating current (A/C) theory, grounding and bonding techniques, motors: theory and application, and electric lighting to structures. English language arts, mathematics, and science are reinforced.

- Work Based Learning Opportunities: Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- Aligned Industry Credential: NC NCCER Credential-Electrical Trades II

#### ELECTRICAL TRADES III (HONORS)

IC435X0

1 CREDIT

*Prerequisite: IC42 Electrical Trades II*

*\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

This course builds on skills mastered in Electrical Trades II and provides an emphasis on conduit bending techniques, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, and control systems and fundamental concepts. Upon successful completion of the this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced.

- Work Based Learning Opportunities: Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- Aligned Industry Credential: NC NCCER Credential-Electrical Trades III

## ARTS, AV TECHNOLOGY, & COMMUNICATIONS

### VISUAL ARTS

#### APPAREL AND TEXTILE PRODUCTION I

FA312X0

1 CREDIT

*Prerequisite: None*

*\*For safety reasons, enrollment is not to exceed 20 in this course.*

In this course students are introduced to the apparel and textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.

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

#### APPAREL AND TEXTILE PRODUCTION II (HONORS)

FA325X0

1 CREDIT

*Prerequisite: FA31 Apparel and Textile Production I*

*\*For safety reasons, enrollment is not to exceed 20 in this course.*

In addition to the standard course requirement for Apparel and Textile Production 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. 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 Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- Aligned Industry Credential: Pre-Professional Assessment Certification in Fashion, Textiles, and Apparel

#### INTERIOR DESIGN I

FI512X0

1 CREDIT

*Prerequisite: None*

Recommended Maximum Enrollment: 25

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English language arts, mathematics, science, art, and technology are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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

FI522X0

1 CREDIT

*Prerequisite: FI51 Interior Design I*

Recommended Maximum Enrollment: 25

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

- Work Based Learning Opportunities: Apprenticeship: Yes 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

#### ADOBE VISUAL DESIGN

II312X0

1 CREDIT

*Prerequisite: None*

Recommended Maximum Enrollment: 25

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

- Work Based Learning Opportunities: Apprenticeship: No 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: Adobe Photoshop, InDesign, Illustrator

#### DIGITAL DESIGN & ANIMATION I

TS242X0

1 CREDIT

*Prerequisite: None*

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D Modeling with 3DS Max to build needed skills for subsequent courses.

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

**DIGITAL DESIGN & ANIMATION II****TS252X0****1 CREDIT***Prerequisite: Digital Design and Animation I*

Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21<sup>st</sup> Century communication problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios

- Work Based Learning Opportunities: Apprenticeship: No Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- Aligned Industry Credential: 3ds Max Certified Associate

**GAME ART DESIGN****TS312X0****1 CREDIT***Prerequisite: TS24 Digital Design and Animation I*

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software. Art, English language, arts, mathematics and science are reinforced.

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



## BUSINESS MANAGEMENT & ADMINISTRATION

### GENERAL MANAGEMENT

#### PRINCIPLES OF BUSINESS AND FINANCE

BF102X0

1 CREDIT

*Prerequisite: None*

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

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

#### ENTREPRENEURSHIP I

ME112X0

1 CREDIT

*Prerequisite: None*

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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*

In this honors-level course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. Students that successfully complete this course will earn Honors credit. English language arts and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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: Concepts of Entrepreneurship, Venture Entrepreneurial Expedition, Entrepreneurship and Small Business

#### MARKETING

MM512X0

1 CREDIT

*Prerequisite: None*

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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)

BM205X0

1 CREDIT

*Prerequisite: None*

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

- Work Based Learning Opportunities: Apprenticeship: No 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: Microsoft Office Specialist (MOS), Excel, Excel Expert

#### PROJECT MANAGEMENT I

CS112X0

1 CREDIT

*Prerequisite: None*

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 25

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

- Work Based Learning Opportunities: Apprenticeship: No 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

## HEALTH SCIENCE

### THERAPEUTIC SERVICES, DIAGNOSTIC SERVICES, HEALTH INFORMATICS, SUPPORT SERVICES

#### FOUNDATIONS OF HEALTH SCIENCE

HU102X0

1 CREDIT

*Prerequisite: None*

This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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

#### HEALTH SCIENCE I (HONORS)

HU405X0

1 CREDIT

*Prerequisite: Biology is recommended as preparation for this course.*

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 Industry Field Trips: No Cooperative Education: No Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- Aligned Industry Credential: Stop the Bleed

#### HEALTH SCIENCE II (HONORS)

HU425X0

1 CREDIT

*Prerequisite: HU40 Health Science I OR HP71 PLTW Human Body Systems*

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: No Industry Field Trips: No Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- Aligned Industry Credential: CPR/AED, First Aid, OSHA 10-Hour General Industry (Healthcare) Certification

#### NURSING FUNDAMENTALS AND PRACTICUM (HONORS)

HN435X0

2 CREDITS

*Prerequisite: HU42 Health Science II*

*\*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.*

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts mathematics, and science are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No Industry Field Trips: No Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- Aligned Industry Credential: North Carolina Nurse Aide I

#### PHARMACY TECHNICIAN (HONORS)

HH325X0

1 CREDIT

*Prerequisite: HU32 Health Science II*

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills High School Program Planning Guide 2017-18 46 through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

- Work Based Learning Opportunities: Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- Aligned Industry Credential: Cpht Certified Pharmacy Technician

## RECREATION, AMUSEMENTS AND ATTRACTIONS

### MARKETING

MM512X0

1 CREDIT

*Prerequisite: None*

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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

### SPORTS AND ENTERTAINMENT MARKETING I

MH312X0

1 CREDIT

*Prerequisite: None*

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security. Mathematics and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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

### SPORTS AND ENTERTAINMENT MARKETING II (HONORS)

MH325X0

1 CREDIT

*Prerequisite: MH31 Sports and Entertainment Marketing I*

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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: Customer Service and Sales Certification, Advance Customer Service and Sales Certification, Fundamental Marketing Concepts

## TRAVEL AND TOURISM

### HOSPITALITY AND TOURISM (HONORS)

MH425X0

1 CREDIT

*Prerequisite: MMS1 Marketing or BF10 Principles of Business and Finance or MH31 Sports and Entertainment Marketing I*

In addition to the standard course requirements for Hospitality and Tourism, 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: No 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: Advanced Customer Service and Sales Certification, Fundamental Marketing Concepts, or Certified Guest Service Professional (CGSP)

## MARKETING MANAGEMENT

### MARKETING APPLICATIONS

MA522X0

1 CREDIT

*Prerequisite: MMS1 Marketing or MI21 Fashion Merchandising*

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing- information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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: Customer Service and Sales Certification, Advance Customer Service and Sales Certification, Fundamental Marketing Concepts

## HUMAN SERVICES

### EARLY CHILDHOOD DEVELOPMENT AND SERVICES

#### PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0

1 CREDIT

*Prerequisite: None*

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- Work Based Learning Opportunities: Apprenticeship: No 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

#### CHILD DEVELOPMENT

FE602X0

1 CREDIT

*Prerequisite: None*

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

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

#### EARLY CHILDHOOD EDUCATION I

FE112X0

2 CREDITS

*Prerequisite: FE60 Child Development and students must be 16 by October 1.*

*\*For safety reasons, enrollment should not exceed 20 in this course.*

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_110/GS\\_110-91.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_110/GS_110-91.pdf)

- Work Based Learning Opportunities: Apprenticeship: Yes Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- Aligned Industry Credential: CPR, First Aid

#### EARLY CHILDHOOD EDUCATION II (HONORS)

FE125X0

2 CREDITS

*Prerequisite: FE11 Early Childhood Education I and students must be 16 by October 1*

*\*For safety reasons, enrollment should not exceed 20 in this course.*

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_110/GS\\_110-91.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_110/GS_110-91.pdf)

- Work Based Learning Opportunities: Apprenticeship: Yes 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: CPR, First Aid, NC Early Childhood Credential Equivalency

# 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.

### PRE-AP ENGLISH II (HONORS)

10225X0W

1 CREDIT

*Prerequisite: English I*

This honors course is taught at the AP level 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.

### ADVANCED PLACEMENT 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 Advanced Placement Test 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 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 Advanced Placement Test.

**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.

**ADVANCED PLACEMENT 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 Advanced Placement Test 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 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 Advanced Placement test.

## ENGLISH ELECTIVE COURSES

**AFRICAN AMERICAN LITERATURE (HONORS)** **10255X0J** **1 CREDIT**  
This literature-based course is intended for those students interested in a deep and extended exploration of African American writing and its relationship to American history and culture. Students can expect to study a survey of the African American experience, from colonial voices through urban fiction, poetry, and music lyrics. A deep study of critical theories and their application to African American literature uses a variety of African American sources as text for this course.

**CREATIVE WRITING I (HONORS)** **10255X0D** **1 CREDIT**  
In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and essay. Students will use a writer's workshop course structure of self- and peer- evaluation and multiple revisions to produce publishable works of literature. Students will be expected to develop an extended project of work over time, responding to feedback and revising for a specific audience, such as a school 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 local publication of a school literary magazine.

**CULTURAL MEDIA LITERACY** **10252X0E** **1 CREDIT**  
This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media.

**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.

**NEWSPAPER I** **10312X0G** **1 CREDIT**  
Recommended prerequisite(s): Application and teacher recommendation  
This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.

**SHAKESPEARE (HONORS)** **10255X0L** **1 CREDIT**  
Recommended prerequisite(s): English I and II  
This honors course provides students the opportunity to expand their knowledge of Shakespeare's plays through in-depth study and analysis of selected Shakespearean histories, comedies, and tragedies. Students also research the classical origins of Shakespearean works, Shakespeare's influences on Western literature and culture, and relevant contemporary criticism of his dramas.

**SPEECH I** **10142X0** **1 CREDIT**  
This course, designed for the beginning and experienced public speaker alike, helps all students excel as it cultivates a positive and supportive classroom environment in which students become comfortable in front of an audience of their peers, giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate.

**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, copy writing, 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 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 English 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 are allowed to take both semesters of a level but it is not a requirement. Students are allowed to 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.

**ESL I****10382X02 (Part I)****1 CREDIT****10382X03 (Part II)****1 CREDIT**

This course is recommended for English 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 English 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 English 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



<b>ESL IV</b>	<b>10382X07 (Part I)</b>	<b>1 CREDIT</b>
	<b>10382X072 (Part II)</b>	<b>1 CREDIT</b>

This course is recommended for English Learners at the Moderate / Transitional level of support (Expanding Level 4 and/or Bridging Level 5) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in this course tend to be in Year 3, Year 4, or Year 5 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and most academic topics, manage grade-level content with minimal language support language scaffolds and are able to participate in classroom activities with some language scaffolding. 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.

<b>ADVANCED LANGUAGE SUPPORT FOR ELLS</b>	<b>10382X08 (Part I)</b>	<b>1 CREDIT</b>
	<b>10382X082 (Part II)</b>	<b>1 CREDIT</b>

This course will focus on the finer details of the English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. 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

<b>HEALTHFUL LIVING I</b>	<b>60492X0</b>	<b>1 CREDIT</b>
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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 development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

<b>HEALTHFUL LIVING I (HONORS)</b>	<b>60495X0</b>	<b>1 CREDIT</b>
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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

<b>PHYSICAL FITNESS I</b>	<b>60602X0</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Healthful Living 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.

<b>WEIGHT TRAINING AND CONDITIONING I</b>	<b>60292X0A</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Healthful Living I*

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

<b>WEIGHT TRAINING AND CONDITIONING II</b>	<b>60292X0B</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Weight Training and Conditioning I*

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are parts of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.



<b>WEIGHT TRAINING AND CONDITIONING III</b>	<b>60292X0L</b>	<b>1 CREDIT</b>
<i>Recommended prerequisite(s): Weight Training and Conditioning I &amp; 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.		
<b>TEAM SPORTS I</b>	<b>60292X0J</b>	<b>1 CREDIT</b>
<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 in skill development, officiating, game strategies, and leadership		
<b>TEAM SPORTS II</b>	<b>60292X0K</b>	<b>1 CREDIT</b>
<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.		
<b>LIFETIME SPORTS I</b>	<b>60292X0D</b>	<b>1 CREDIT</b>
<i>Recommended prerequisite(s): Healthful Living I</i>		
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 pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety.		
<b>LIFETIME SPORTS II</b>	<b>60292X0E</b>	<b>1 CREDIT</b>
<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.		

## HEALTH & SCIENCE-BASED ELECTIVE COURSES

<b>SPORTS MEDICINE I</b>	<b>60632X0</b>	<b>1 CREDIT</b>
<i>Recommended prerequisite(s): Healthful Living I, Community First Aid &amp; Safety/Emergency Response, or Personal Health &amp; 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.		
<b>SPORTS MEDICINE II</b>	<b>60642X0</b>	<b>1 CREDIT</b>
<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.		
<b>SPORTS MEDICINE III (HONORS)</b>	<b>60655X0</b>	<b>1 CREDIT</b>
<i>Recommended prerequisite(s): Successful completion of Sports Medicine I and II</i>		
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.		
<b>SPORTS MEDICINE IV (HONORS)</b>	<b>60665X0</b>	<b>1 CREDIT</b>
<i>Recommended prerequisite(s): Successful completion of Sports Medicine I, II, and III</i>		
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 differing grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

# 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 <https://tinyurl.com/2021MathSequence>. 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.

## **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.

**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****NC MATH 2 (HONORS)****22095X0****1 CREDIT***Recommended prerequisite(s): NC Math 1*

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

**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 of 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 apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.

**NC MATH 3 (HONORS)****23095X0****1 CREDIT***Recommended prerequisite(s): Honors NC Math 2*

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

## 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 of 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.

### Math 4

TBD

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.

### Math 4 (Honors)

TBD

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.

### PRECALCULUS (HONORS)

TBD

1 CREDIT

*Recommended prerequisite(s): Honors NC Math 3*

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course. This course is accepted as the fourth math for admission to UNC System institutions.

### Discrete Mathematics for Computer Science (HONORS)

TBD

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.

### ADVANCED PLACEMENT 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 Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

### ADVANCED PLACEMENT CALCULUS: AB

2A007X0

1 CREDIT

*Recommended prerequisite(s): Mastery of the Precalculus curriculum*

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

### ADVANCED PLACEMENT CALCULUS: BC

2A017X0

1 CREDIT

*Recommended prerequisite(s): AP Calculus AB*

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

## MATHEMATICS ELECTIVE COURSES BEYOND MATH 3

The following mathematics elective courses do not count as the 4th math required for graduation.

### **MATHEMATICAL ANALYSIS (HONORS)**

**28005X0J**

**1 CREDIT**

*Recommended prerequisite(s): AP Calculus BC*

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include: applications of partial derivatives; vectors; multiple integrals; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. 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.

### **ADVANCED PLACEMENT COMPUTER SCIENCE**

**2A027X0**

**1 CREDIT**

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Further information about the course and the AP Computer Science Exam can be found at [http://www.collegeboard.com/student/testing/ap/sub\\_compscia.html](http://www.collegeboard.com/student/testing/ap/sub_compscia.html). Note: AP Computer Science is not 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

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

### BIOLOGY (HONORS)

33205X0

1 CREDIT

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

### ADVANCED PLACEMENT BIOLOGY

3A007X0

1 CREDIT

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

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 Advanced Placement Test.

### MARINE ECOLOGY

35352X0A

1 CREDIT

*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.

### ANATOMY AND PHYSIOLOGY (HONORS)

33305X0

1 CREDIT

*Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended*

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology.

## CHEMISTRY

### CHEMISTRY

34202X0

1 CREDIT

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

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

### CHEMISTRY (HONORS)

34205X0

1 CREDIT

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

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

### ADVANCED PLACEMENT CHEMISTRY

3A017X0

1 CREDIT

*Recommended prerequisite(s): NC Math 3 and Chemistry/Honors Chemistry*

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

## EARTH SCIENCE

### EARTH SCIENCE/ENVIRONMENTAL SCIENCE

35012X0

1 CREDIT

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

### EARTH SCIENCE/ENVIRONMENTAL SCIENCE (HONORS)

35015X0

1 CREDIT

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

### ASTRONOMY

35402X0

1 CREDIT

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 through the use of laboratory and field activities.

### ADVANCED PLACEMENT 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 Advanced Placement Test.

## 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

### ADVANCED PLACEMENT PHYSICS I-ALGEBRA BASED

3A057X0

1 CREDIT

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 to students to enroll in AP Physics I. Students should have completed NC Math 2 and be concurrently taking NC Math 3. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

## ADDITIONAL SCIENCE COURSES

### FORENSIC SCIENCE

30202X0D

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 activities will include traditional methods in addition to modern biotechnological techniques.

### FORENSIC SCIENCE (HONORS)

30205X0A

1 CREDIT

This course allows students the opportunity to examine the roles of the modern day forensics scientist. The concepts and principles are presented in greater depth and at a more rapid pace than the academic course. The classroom activities will include traditional and modern biotechnological techniques.

### RESEARCH METHODS AND TECHNIQUES

30202X0G

1 CREDIT

*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.

### RESEARCH METHODS AND TECHNIQUES (HONORS)

30205X0E

1 CREDIT

*Recommended prerequisite(s): NC Math 1 and Biology*

This 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

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

**AMERICAN HISTORY I: FOUNDING PRINCIPLES** 43042X0 1 CREDIT

**AMERICAN HISTORY I (HONORS): FOUNDING PRINCIPLES** 43045X0 1 CREDIT

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

**AMERICAN HISTORY II** 43052X0 1 CREDIT

**AMERICAN HISTORY II (HONORS)** 43055X0 1 CREDIT

In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and – effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

**AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS** 42092X0 1 CREDIT

**AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS)** 42095X0 1 CREDIT

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

**ECONOMICS & PERSONAL FINANCE** 43192X0 1 CREDIT

**ECONOMICS & PERSONAL FINANCE (HONORS)** 43195X0 1 CREDIT

This is a new graduation requirement for current freshmen (Class of 2024) and incoming freshman. 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.

**AMERICAN HISTORY** TBD 1 CREDIT

**AMERICAN HISTORY (HONORS)** TBD 1 CREDIT

The standards and objectives in the American History 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. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry, behavioral sciences, civics and government, economics, geography, and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

**\*Note, this is a draft description and subject to change.\***

**FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY** TBD 1 CREDIT

**FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY (HONORS)** TBD 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.

**\*Note, this is a draft description and subject to change.\***

## SOCIAL STUDIES ELECTIVES

### **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 understandings 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 IN WORLD STUDIES (HONORS)**

**48005X0A**

**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 the 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**

**48002X0A**

**1 CREDIT**

### **RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY (HONORS)**

**48005X0G**

**1 CREDIT**

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

### ADVANCED PLACEMENT 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 Advanced Placement test.

### ADVANCED PLACEMENT HUMAN GEOGRAPHY

4A027X0

1 CREDIT

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

### ADVANCED PLACEMENT 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 sub fields 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 Advanced Placement test.

### ADVANCED PLACEMENT US GOVERNMENT AND POLITICS

4A067X0

1 CREDIT

*Recommended prerequisite(s): American History: Founding Principles, Civics & Economics*

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 Advanced Placement test.

### ADVANCED PLACEMENT UNITED STATES HISTORY

4A077X0

1 CREDIT

This course is designed to encourage students to become apprentice historians who are able to 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; peopling; 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 Advanced Placement test.

### ADVANCED PLACEMENT WORLD HISTORY: MODERN

4A097X0

1 CREDIT

This is a new course for the 2019-20 school year with updated resources available on the College Board website. 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 Advanced Placement test.

# Special Education Courses

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

## DIPLOMA COURSES

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

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. The three main components of CA are tutorial, remedial, and study skills instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

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

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

<b>INDEPENDENT STUDY SKILLS</b>	<b>96102X0W</b>	<b>1 CREDIT</b>
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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.

<b>INTRODUCTION TO COMMUNICATION SKILLS (READING)</b>	<b>96102X0P</b>	<b>1 CREDIT</b>
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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.

<b>HIGH SCHOOL READING</b>	<b>96102X0SP</b>	<b>1 CREDIT</b>
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The course focuses on basic reading skills. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, and spelling.

## MATH COURSES

The following Future Ready Core mathematics courses are designed to be taught in collaboration and by the in class resource (ICR) model with General Education. These courses support students as they develop their skills in mathematics. They are part of a course sequence that involves both elective and math credits to prepare students for the Future Ready Core graduation requirements.

- Fundamental Math I
- Introductory Mathematics
- Foundations of NC Math 1
- NC Math 1B
- Foundations of NC Math 2
- Foundations of NC Math 3

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

<b>VOCATIONAL EXPERIENCE CAREER TRAINING</b>	<b>96102X0FF</b>	<b>1 CREDIT</b>
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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.

## OCCUPATIONAL COURSE OF STUDY

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. A student should only be considered for participation if the IEP Team determined that the North Carolina Standard Course of Study is inappropriate for the student even with the use of modifications, adaptations, supplemental aides, and services.

<b>OCCUPATIONAL PREPARATION I</b>	<b>9240BX0</b>	<b>1 CREDIT</b>
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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 in Career – Technical Education courses, 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 Occupational Preparation courses.

### **OCCUPATIONAL PREPARATION II 9241BX0 2 CREDITS**

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.

### **OCCUPATIONAL PREPARATION III 9242BX0 2 CREDITS**

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation 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.

### **OCCUPATIONAL PREPARATION IV 9243BX0 1 CREDIT**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation 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.

## **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 the understanding of personal financial planning, the appropriate methods for personal financial management and independent living, the understanding of state and federal income taxes, the understanding of wages and compensation, the understanding of the use of credit, the understanding of the different types of insurance, and the application of math skills to consumer spending.

**APPLIED SCIENCE****9231BX0****1 CREDIT**

This curriculum focuses on the understanding of force and motion, of energy and its conversation, of electricity and magnetism, of the properties of matter, the identification of uses and danger 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 curriculum is directly aligned with that of the Biology course content. See Biology course description.

**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 economics 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 major world power.

**AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS****9249BX0****1 CREDIT**

This course provides a framework for understanding 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 micro economics 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.

**OCS COURSES TAKEN ON NCVPS**

The course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. This course blends the best of online and classroom activities. The NCVPS teacher is listed as the primary teacher of record.

## **CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS**

### **SKILLS IN INDEPENDENT LIVING**

**96102X0CC**

**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**

**96102X0AA**

**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**

**96102X0EE**

**1 CREDIT**

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

### **WORK RELATED BEHAVIOR**

**96102X0DD**

**1 CREDIT**

This curriculum concentrates in 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**

**96102X0BB**

**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.

### **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 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 students 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 students 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 solve equations/inequalities.

### **FINANCIAL MANAGEMENT**

**9322AX0**

**1 CREDIT**

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

## SCIENCE

### LIFE SCIENCE

9331AX0

1 CREDIT

This course is designed for students to understand and apply safety measures and procedures in a variety of situations in the community an 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 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

### SOCIAL STUDIES I

9340AX0

1 CREDIT

This course is designed for students to understand individual rights and the common good, impact of government on society and individuals, and understand citizenship.

### SOCIAL STUDIES II

9341AX0

1 CREDIT

This course is designed for students to understand the creation and development of the United States over time through the use of chronological thinking and historical comprehension.

### SOCIAL STUDIES III

9342AX0

1 CREDIT

This course is designed for students to understand the creation and development of the United States over time through the use of historical research and historical analysis and interpretation.



# World Language Courses

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

<b>MODERN LANGUAGE LEVEL 1</b>	<b>French I</b>	<b>11012X0</b>	<b>1 CREDIT</b>
	<b>German I</b>	<b>11612X0</b>	<b>1 CREDIT</b>
	<b>Spanish I</b>	<b>11412X0</b>	<b>1 CREDIT</b>

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

<b>MODERN LANGUAGE LEVEL 2</b>	<b>French II</b>	<b>11022X0</b>	<b>1 CREDIT</b>
	<b>German II</b>	<b>11622X0</b>	<b>1 CREDIT</b>
	<b>Spanish II</b>	<b>11422X0</b>	<b>1 CREDIT</b>

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.

<b>MODERN LANGUAGE LEVEL 3</b>	<b>French III (Honors)</b>	<b>11035X0</b>	<b>1 CREDIT</b>
	<b>German II (Honors)</b>	<b>11635X0</b>	<b>1 CREDIT</b>
	<b>Spanish III (Honors)</b>	<b>11435X0</b>	<b>1 CREDIT</b>

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

<b>FRENCH IV (HONORS)</b>	<b>11045X0</b>	<b>1 CREDIT</b>
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*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 fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

<b>FRENCH V (HONORS)</b>	<b>11055X0</b>	<b>1 CREDIT</b>
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*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

<b>ADVANCED PLACEMENT FRENCH LANGUAGE &amp; CULTURE</b>	<b>1A037X0</b>	<b>1 CREDIT</b>
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*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 Advanced Placement 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 Advanced Placement Test.

**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 student 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 fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

**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

**ADVANCED PLACEMENT 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 Advanced Placement 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 Advanced Placement Test.

**ADVANCED PLACEMENT 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 the modern times through some of its most brilliant practitioners.

