

Program Planning Guide 2022-2023



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

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This Program Planning Guide has been edited to provide information about course offerings at Rolesville High School only

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

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

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

The Wake County Public School System's high school program provides students many options based on their career goals, needs, and individual interests. Students may choose from a wide array of courses and programs. Choices that students make in high school impact the options they have for future education and job opportunities after high school.

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

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

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

Wake County Public School System High Schools

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

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

General Information

Graduation Requirements

The high schools of the Wake County Public School System primarily utilize a 4 by 4 block schedule. Broughton, Enloe, Garner, Millbrook, and Southeast Raleigh high schools operate on a four-period A/B Day schedule. These schedules allow students to earn eight credits each year of high school. The chart below lists the number of credits required for graduation for each high school as well as any additional graduation requirements.

High School	Schedule	Number of Credits Required For Graduation	Additional Graduation Requirements
Apex	4x4 Block	26	
Apex Friendship	4x4 Block	26	
Athens Drive	4x4 Block	26	
Broughton	A/B Day	26	100 hours of community service (25 per year)
Cary	4x4 Block	26	
Crossroads FLEX	4x4 Block	26	
East Wake	4x4 Block	26	
Enloe	A/B Day	26	
Fuquay Varina	4x4 Block	26	
Garner	A/B Day	26	
Green Hope	4x4 Block	26	
Green Level	4x4 Block	26	
Heritage	4x4 Block	26	
Holly Springs	4x4 Block	26	
Knightdale	4x4 Block	26	
Leesville Road	4x4 Block	26	
Longview	4x4 Block	22	
Middle Creek	4x4 Block	26	
Millbrook	A/B Day	26	
North Wake CCA	4x4 Block	22	
Panther Creek	4x4 Block	26	
Phillips	4x4 Block	22	
Rolesville	4x4 Block	26	
Sanderson	4x4 Block	26	
SCORE Academy	4x4 Block	22	
South Garner	4x4 Block	26	
Southeast Raleigh	A/B Day	26	
Vernon Malone CCA	4x4 Block	22	
Wake Early College of Health & Sci	4x4 Block	22	
Wake Early College of Info & Biotechnology	4x4 Block	22	
Wake Forest	4x4 Block	26	
Wake STEM Early College	4x4 Block	22	
Wake Young Men's Leadership	4x4 Block	22	
Wake Young Women's Leadership	4x4 Block	22	
Wakefield	4x4 Block	26	
Willow Spring	4x4 Block	26	

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

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

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 the 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 including 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.

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, A Founding Principles course (either Civics & Economics or Civic Literacy), an American History course, 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 AND Completion of the NC Graduation Project
Total Credits	25 or 24+ NCGP	

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	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 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>	3 Credits Introduction to Mathematics, Algebra 1 (NC Math I), Financial Management
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Applied Science, Biology
Social Studies	4 Credits Entering high school Fall 2019 or before: World History (or AP World History), American History: Founding Principles: Civics & Economics (or Civic Literacy), AND American History I, American History II (or AP US History & 1 additional social studies elective) Entering high school Fall 2020: In addition to the requirements for students entering in Fall 2019 or before, students must also earn a credit in Economics & Personal Finance. Entering high school Fall 2021 or after: World History (or AP World History), Founding Principles of the US/NC: Civic Literacy, American History (or AP Us History), and Economics & Personal Finance.	2 Credits Students Entering 9th grade prior to 2017-2018 - American History I AND American History II Students Entering 9th grade for the first time in 2017-2018 – American History I or American History II AND American History: Founding Principles, Civics & Economics Students Entering 9th grade for the first time in 2020-2021 and beyond - Founding Principles of the United States of America and North Carolina: Civic Literacy or American History: Founding Principles, Civics & Economics AND Economics and Personal Finance
World Language	2 Credits are required to meet Minimum Application Requirements for the UNC System.	Not Required
Health & Physical Education	1 Credit Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81.	1 Credit Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81.
Specific Electives	6 Credits Required 2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: - 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)	6 Credits Employment Prep I, II, III, IV Completion of Work-Based Hours as follows: Students Entering 9th Grade 2014 or later: 600 Hours School-Based Vocational Training = 150 Hours Community-Based Vocational Training = 225 Hours Competitive Paid Employment = 225 Hours Completion and presentation of a Career Portfolio containing all the required components.
Career & Technical Education		4 Credits CTE Electives
Additional Electives	4 Credits	
Total	26 Credits	22 Credits

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

Scheduling High School Courses for Middle School Students

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

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

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

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS. (See chart for details). **Math courses can be substituted for grade level math courses.**

Course codes for high school courses available for middle school students are noted above in the chart. These are the only courses that middle school students are eligible to take for high school credit.

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

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

High School Courses for Middle School Students: Frequently Asked Questions (FAQ)

1. Will the grades earned in high school courses taken in middle school appear on the high school transcript?

Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

2. Will the grade earned be included in the student's grade point average (GPA)?

No. Only courses taken during the high school years will be included on the student's grade point average.

3. Can a student repeat a course for credit at the high school level?

Students are permitted to repeat a course to build a stronger foundation for future learning. Students wishing to do this should make a written request to their principal or principal's designee. When students choose this option, please note:

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- Only grades earned in high school are included in a student's high school GPA.
- Students retaking a course that they previously passed to build a stronger foundation will not receive elective credit for the second attempt with the course.
- Students repeating a course for credit will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to retake the EOC or use the previous passing score as 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.

4. Do exploratory world language classes (6th Grade, 9 week) count toward earning high school credit?

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

5. Which world language course(s) must students successfully complete in order to earn one unit of high school credit?

Successful completion of all courses included in the Level I curriculum series.

6. Are students required to take a final exam for world language course(s)?

Yes, a district final exam will be given after the completion of the Level I curriculum courses. The final exam counts as 20% of the student's final grade.

7. Is there a math placement exam?

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics based on middle school math placement guidelines.

8. Are students required to take a standard exam for math course(s)?

Students taking NC Math 1 must take the NC Math 1 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.

9. Is there an English Language Arts placement exam?

No. Students who successfully complete English Language Arts courses may be placed in the next level of English Language Arts based on middle school ELA placement guidelines.

10. Are students required to take a standard exam for ELA course(s)?

Students taking English I must take a final exam which counts as 20% of their final grade

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 language , including: <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature, and• Two (2) credits in a language other than English
Four (4) credits in mathematics in any of the following combinations: For students entering high school prior to 2012-2013 <ul style="list-style-type: none">• Algebra I and II, Geometry, and one credit beyond Algebra II• Algebra I and II, and two credits beyond Algebra II, or• Integrated Mathematics I, II, and III and one credit beyond Integrated Math III For students entering high school in 2012-2013 and beyond: <ul style="list-style-type: none">• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3 It is recommended that prospective students take a mathematics credit in the 12th grade.
Three (3) credits in science , including: <ul style="list-style-type: none">• At least one (1) credit in a life or biological science (for example, Biology),• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and,• At least one (1) laboratory course
Two credits in social studies , including, <ul style="list-style-type: none">• One (1) credit in United States History An applicant who does not have a credit in US History may be admitted on the condition that at least three (3) semester hours in the subject will be passed by the end of the sophomore year.

Reference: [UNC Minimum Admission Requirements](#)

Promotion Requirements

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

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

From Grade	Promotion Criteria	Credits
9	English I; two credits in the areas of mathematics, social studies, or science; and three additional credits	6
10	English II; one credit in mathematics; one credit in social studies; one credit in science; and two additional credits	12
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

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

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

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

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

Course Requirements

Course Loads

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

Course Selection

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

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

Course Withdrawal Penalty

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

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

Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#). Quality points for students 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 = Withdraw, with penalty

Grading Period, Interims, and Report Cards

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

Final Exams & NC Assessment Requirements

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

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

In 2022-2023, EOC tests will be administered in the following courses: NC Math 1, NC Math 3, Biology, English II.

Expectations for senior exam exemptions for 2022-2023 will be added to this document by August 2022.

Grade Point Average (GPA)

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

Class Rank

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

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

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

Latin Honors

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 homeschool 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 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.

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

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

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

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

Graduation Options

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 stated 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 midpoint 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.

Program Details

Drivers Education

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

NCAA Eligibility Requirements

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

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

Programs for Exceptional Students

Students who meet state criteria for Special Education are eligible for special services. After the required evaluations have been completed by the appropriate staff, an Individual Education Program (IEP) is developed by an IEP Team that considers each student's strengths and weaknesses. The IEP is a document that specifically states the services a student receives, their goals and objections, and addresses high school transition planning. 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 within the following continuum:

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

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

North Carolina Virtual Public School (NCVPS)

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

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

Credit Recovery vs Repeating a Course for Credit

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

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

- The length of credit recovery courses will be dictated by the skills and knowledge the student 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.
 - a. University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - b. Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one-half credit at the base school.
7. The student must take IHE, community college, or non-WCPSS secondary school courses for graded credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.

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

Application High School Program Descriptions

ATHENS DRIVE MAGNET HIGH SCHOOL

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

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

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

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

CROSSROADS FLEX HIGH SCHOOL

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

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

ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

GARNER INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

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

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

LONGVIEW SCHOOL

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

MARY E. PHILLIPS HIGH SCHOOL

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

MILLBROOK INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

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

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

NORTH WAKE COLLEGE & CAREER ACADEMY

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

SCORE ACADEMY

SCORE Academy is an alternative, blended learning environment that offers two programs: SCORE Academy-Reengagement and SCORE Academy-Reassignment. SCORE Academy-Reengagement is a virtual school for students ages 16-21 that have withdrawn from school, are off cohort, or have life barriers that prevent them from regularly attending a traditional school and would like to re-engage and earn a diploma. SCORE Academy-Reassignment (located at Crossroads Flex) is a hybrid virtual school for students who, for behavioral infractions, have been reassigned for extended periods of time. Both programs are rooted in Restorative Justice Education principles and provide students the skills to build personal pathways to success. To better serve students, three locations across the district are available: Cary (Crossroads Flex), Garner (Garner Station), and Raleigh (River Oaks). Each site provides highly qualified instructors, counselors, transition counselors, social workers, administration, all necessary technology, and additional support to provide students a unique opportunity for their current and future success.

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

Southeast Raleigh High is the only University Connections: School of Design, Arts, and Engineering program in the district. This magnet theme focuses on community partnerships with local colleges, universities, and industry, enhancing existing school programming such as the CTE academy model, and offering new, innovative experiences in collaboration with higher education and industry. This magnet program is organized into the following four college and career pathways: 1) Design, 2) Arts, 3) Engineering, Math, and Sciences, and 4) Humanities and Social Sciences. A 9th-grade University Connections Exploratory Course provides all incoming freshmen with a foundation of the magnet theme, as well as a blueprint for “middle school to high school” strategies for success, such as the development of “soft skills” necessary for success in high school, college, and career. This course presents an in-depth overview of the four college and career pathways, including coursework, enrichment opportunities, workplace/real-world experiences, featured guest speakers related to each pathway, research projects, and event, showcase, and exhibit opportunities. This unique foundation allows students to be well-positioned to “choose their pathway” as they complete their high school career within this dynamic program. Additionally, beginning in 2021, interested 11th grade students can elect to participate in the International Baccalaureate (IB) Diploma Programme. This program is for students who wish to pursue the most rigorous and globally focused course of study offered in the United States of America.

In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and critical thinking skills. Citizenship and service are a fundamental component for IB Diploma students. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

VERNON MALONE COLLEGE & CAREER ACADEMY

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

WAKE EARLY COLLEGE OF HEALTH AND SCIENCES

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

WAKE EARLY COLLEGE OF INFORMATION AND BIOTECHNOLOGIES

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

WAKE STEM EARLY COLLEGE HIGH SCHOOL

The Wake STEM Early College High School is a small public school of choice; a joint project between the Wake County Public School System and NC State University. STEM is the theme of the school's program in addition to our identity as an early college. Early college means students take college courses at NCSU as well as the courses required to earn a high school diploma over a five-year period. Exploration of the Grand Challenges for Engineering is a common instructional focus that extends through various courses in our program. Because engineering involves so many areas of math and science it is a great scaffold on which to build a STEM education.

WAKE YOUNG MEN'S LEADERSHIP ACADEMY

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

WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY

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

Arts Education Courses

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

Visual Art

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

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) (HONORS) 54635X0B 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED) (HONORS) 54645X0A 1 CREDIT

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

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

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

VISUAL ARTS - BEGINNING 54152X0A 1 CREDIT

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

VISUAL ARTS - INTERMEDIATE 54162X0A 1 CREDIT

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

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

VISUAL ARTS - PROFICIENT (HONORS) 54175X0A 1 CREDIT

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

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

VISUAL ARTS - ADVANCED (HONORS) 54185X0A 1 CREDIT

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

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

ADVANCED PLACEMENT STUDIO ART 2D DESIGN 5A027X0 1 CREDIT

ADVANCED PLACEMENT STUDIO ART 3D DESIGN 5A037X0 1 CREDIT

ADVANCED PLACEMENT STUDIO ART DRAWING 5A047X0 1 CREDIT

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

Emphasis is placed on studio art. It is expected that students enrolled in these courses will take the College Board 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.

INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) (HONORS)

54645X0B 1 CREDIT

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

Dance

DANCE - BEGINNING

51152X0A 1 CREDIT

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

DANCE - INTERMEDIATE

51162X0A 1 CREDIT

Recommended prerequisite(s): Audition or portfolio review using the WCPSS Placement Assessment Tool

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

DANCE - PROFICIENT (HONORS)

51175X0A 1 CREDIT

Recommended prerequisite(s): Dance – Intermediate or audition

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

DANCE - ADVANCED (HONORS)

51185X0A 1 CREDIT

Recommended prerequisite(s): Audition or Portfolio review using the WCPSS Placement Assessment Tool

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

INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) (HONORS)

51285X0A 1 CREDIT

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

Theatre Arts

THEATRE ARTS - BEGINNING

53152X0A 1 CREDIT

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

THEATRE ARTS – INTERMEDIATE

53162X0A 1 CREDIT

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

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

THEATRE ARTS - PROFICIENT (HONORS)

53175X0A 1 CREDIT

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

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

THEATRE ARTS - ADVANCED (HONORS)

53185X0A 1 CREDIT

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

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)

53612X0A 1 CREDIT

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)

53622X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Beginning

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) (HONORS)

53635X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Intermediate

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

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.

MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT) (HONORS)

52185X0A 1 CREDIT

This course is a study of notation, musical form and analysis, sight-reading, and some form of composition/arranging skills.

ADVANCED PLACEMENT MUSIC THEORY

5A017X0 1 CREDIT

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

Instrumental Music

INSTRUMENTAL MUSIC: BAND – INTERMEDIATE

52562X0A 1 CREDIT

Recommended prerequisite(s): Band – Beginning or audition

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

INSTRUMENTAL MUSIC: BAND – PROFICIENT (HONORS)

52575X0A 1 CREDIT

Recommended prerequisite(s): Band – Intermediate or audition

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

INSTRUMENTAL MUSIC: BAND – ADVANCED (HONORS)

52585X0A 1 CREDIT

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

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

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

INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING

52402X0A 1 CREDIT

Recommended prerequisite(s): Middle School Strings or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE

52412X0A 1 CREDIT

Recommended prerequisite(s): Orchestra – Beginning or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT (HONORS)

52425X0A 1 CREDIT

Recommended prerequisite(s): Orchestra – Intermediate or audition

Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA - ADVANCED (HONORS)

52435X0A 1 CREDIT

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

Advanced students build ensemble performance skills while studying challenging literature.

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

INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED) (HONORS)

52195X0A 1 CREDIT

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

GUITAR – MUSIC SPECIALIZATION BEGINNING

52162X0D 1 CREDIT

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

Career & Technical Education

Planning for College

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

The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. 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	www.cfnc.org
Career One Stop	www.Careeronestop.org
Education Planner	www.educationplanner.org
College Career Life Planning	www.collegecareerlifeplanning.com
College Board	www.collegeboard.org
O*NET Online	www.onetonline.org/
ACT	www.act.org
Kiplinger's Best College Values	www.kiplinger.com/tools/colleges/
My Plan	www.Myplan.com
NC Works Online	https://www.ncworks.gov/vosnet/Default.aspx
NC Careers	http://nccareers.org/
Major Clarity	https://majorclarity.com/

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

A Career and Technical Student Organization (CTSO) is an integral part of each program area's curriculum. Any student enrolled in a CTE course is eligible for membership in the Career and Technical Student Organization (CTSO) associated with that program area. The CTOS are:

- DECA for Marketing and Entrepreneurship Education
- Future Business Leaders of America (FBLA) for Business, Finance and Information Technology Education
- Future Farmers of America (FFA) for Agricultural Education
- Family, Career and Community Leaders of America (FCCLA) for Family and Consumer Sciences Education
- Health Occupations Students of America (HOSA) for Health Science
- Technology Student Association (TSA) for Technology, Engineering and Design
- SkillsUSA for Trade and Industrial Education

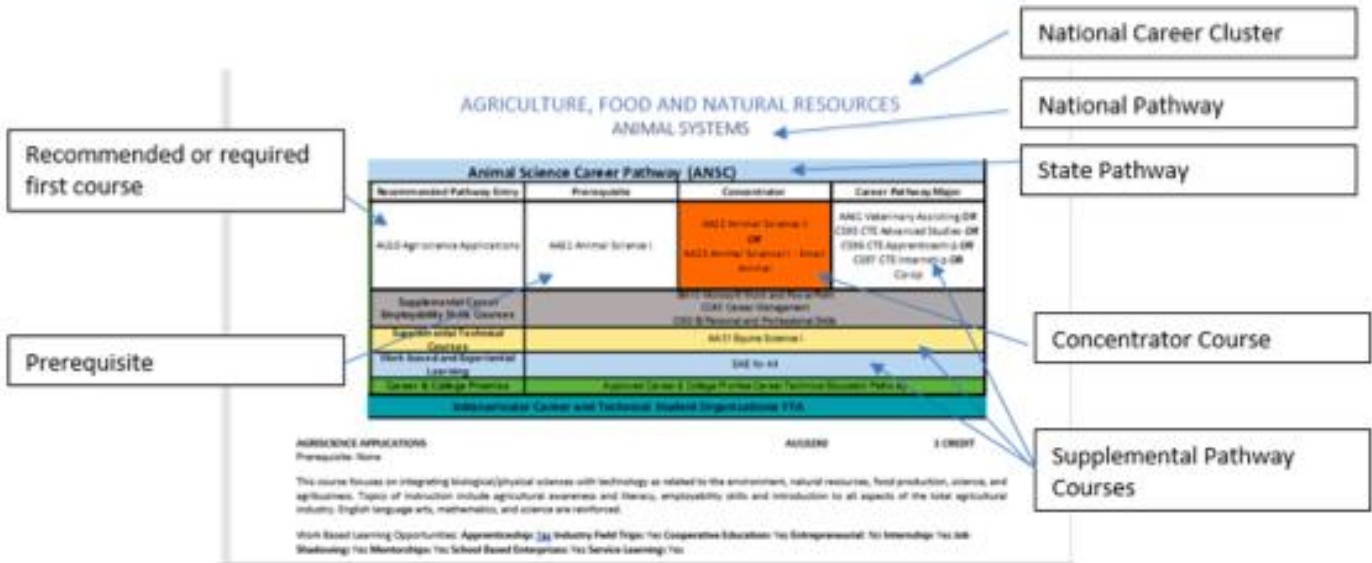
This portion of the Program Planning Guide is arranged by Career Cluster and then by Career Pathway. The courses listed may not be taught at every high school within the district and students are encouraged to request a listing of courses offered at their assigned school. The chart and course listings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

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

Understanding Career Pathways

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

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



AGRICULTURE, FOOD AND NATURAL RESOURCES

Animal Systems

National Career Pathway: Animal Systems Animal Science Career Pathway (ANSC)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
AU10 Agriscience Applications	AA21 Animal Science I	AA23 Animal Science II - Companion Animal	AA41 Veterinary Assisting <i>or</i> WB01 CTE Advanced Studies AGNR <i>or</i> WB02 CTE Apprenticeship AGNR <i>or</i> WB03 CTE Internship AGNR <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA			

AGRISCIENCE APPLICATIONS

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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
- Aligned CTSO: North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE I (HONORS)

AA215X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. English language arts, mathematics, and science are reinforced in this class.

- 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 Beef Quality Assurance, Youth for Quality Care of Animals (YQCA) Certification
- Aligned CTSO: North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE II - COMPANION ANIMAL (HONORS)

AA235X0 1 CREDIT

Prerequisite: AA21 Animal Science I

Recommended Maximum Enrollment: 25

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

- Work Based Learning Opportunities: **Apprenticeship:** Yes **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: Canine Care and Training Program (CCTP)
- Aligned CTSO: North Carolina FFA Association and National FFA Organization

VETERINARY ASSISTING (HONORS)

AA415X0 1 CREDIT

Prerequisite: AA22 Animal Science II-Food Animal or AA23 Animal Science II-Companion Animal

Recommended Maximum Enrollment: 15

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:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- Aligned Industry Credential: Elanco Veterinary Medical Applications Certification, Certified Veterinary Assistant
- Aligned CTSO: North Carolina FFA Association and National FFA Organization

Food Products & Processing Systems**Plant Systems**

National Pathway: Plant Systems Plant Systems Career Pathway (PLSV)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
AU10 Agriscience Applications	AP41 Horticulture I	AP42 Horticulture II	WB01 CTE Advanced Studies AGNR <i>or</i> WB02 CTE Apprenticeship AGNR <i>or</i> WB03 CTE Internship AGNR <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA			

AGRISCIENCE APPLICATIONS

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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
- Aligned CTSO: North Carolina FFA Association and National FFA Organization

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: North Carolina FFA Association and National FFA Organization

HORTICULTURE II (HONORS)

AP425X0 1 CREDIT

Prerequisite: AP41 Horticulture I

Recommended Maximum Enrollment: 20

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

- Work Based Learning Opportunities: **Apprenticeship:** Yes **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: North Carolina FFA Association and National FFA Organization

ARCHITECTURE & CONSTRUCTION

National Pathways: Construction and Maintenance/Operations Electrical Trades Career Pathway (ELTR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Core and Sustainable Construction	IC41 Electrical Trades I	IC42 Electrical Trades II	IC43 Electrical Trades III <i>or</i> WB05 CTE Advanced Studies ARCH <i>or</i> WB06 Apprenticeship ARCH <i>or</i> WB07 CTE Internship ARCH <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	"BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills CS11 Project Management I"		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

CONSTRUCTION CORE

IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all 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
- Affiliated CTE Student Organization: SkillsUSA

ELECTRICAL TRADES I

IC412X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

****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
- Affiliated CTE Student Organization: SkillsUSA

ELECTRICAL TRADES II (HONORS)

IC425X0 1 CREDIT

Prerequisite: IC41 Electrical Trades I

Recommended Maximum Enrollment: 20

****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
- Affiliated CTE Student Organization: SkillsUSA

ELECTRICAL TRADES III (HONORS)

IC435X0 1 CREDIT

Prerequisite: IC42 Electrical Trades II

Recommended Maximum Enrollment: 20

****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 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

National Pathway: Design/Pre-Construction Interior Design Career Pathway (INDE)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
	FI21 Interior Design Fundamentals	FI22 Interior Design Studio	WB05 CTE Advanced Studies ARCH <i>or</i> WB06 Apprenticeship ARCH <i>or</i> WB07 CTE Internship ARCH <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	FC11 Principles of Family and Human Services CS11 Project Management I II41 Adobe Visual Design I FA31 Apparel and Textile Production I		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA and FCCLA			

INTERIOR DESIGN FUNDAMENTALS

FI212X0 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 STUDIO

FI222X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals

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

INTERIOR DESIGN STUDIO (HONORS)

FI225X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals

Recommended Maximum Enrollment: 25

In addition to the standard course requirements Interior Design 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 projects and assessments.

- 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

ARTS, AV TECHNOLOGY, & COMMUNICATIONS

Visual Arts

National Career Pathways: Visual Arts and Web & Digital Communications Adobe Academy Career Pathway (ADAC)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
MM51 Marketing	II41 Adobe Visual Design I	II42 Adobe Visual Design II	WB09 CTE Advanced Studies AAVC <i>or</i> WB10 CTE Apprenticeship AAVC <i>or</i> WB11 CTE Internship AAVC <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

MARKETING

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. 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: None

ADOBE VISUAL DESIGN I

II412X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification.

- 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, Illustrator

ADOBE VISUAL DESIGN I (HONORS)

II415X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

- 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, Illustrator

National Pathway: Visual Arts Apparel and Textile Production Career Pathway (ATPR)

Recommended	Prerequisite	Concentrator	Career Pathway Major
FC11 Principles of Family and Human Services	FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II	WB09 CTE Advanced Studies AAVC <i>or</i> WB10 CTE Apprenticeship AAVC <i>or</i> WB11 CTE Internship AAVC <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	MI21 Fashion Merchandising ME11 Entrepreneurship I II41 Adobe Visual Design CS11 Project Management I		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

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

APPAREL AND TEXTILE PRODUCTION I

FA312X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 20

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

Required Maximum Enrollment: 20

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: None

National Pathways: Visual Arts and Programming & Software Development Digital Design and Animation Career Pathway (DIDE)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
	TS24 Digital Design and Animation I	TS25 Digital Design and Animation II	WB09 CTE Advanced Studies AAVC or WB10 CTE Apprenticeship AAVC or WB11 CTE Internship AAVC or Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	II43 Adobe Digital Design ME11 Entrepreneurship I		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)			

DIGITAL DESIGN & ANIMATION I

TS242X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

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

Recommended Maximum Enrollment: 20

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 21st 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

National Pathways: Visual Arts and Programming & Software Development Game Art Design Career Pathway (GAAR)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
	TS24 Digital Design and Animation I	TS31 Game Art Design	TS32 Advanced Game Design or WB09 CTE Advanced Studies AAVC or WB10 CTE Apprenticeship AAVC or WB11 CTE Internship AAVC or Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	II43 Adobe Digital Design MM51 Marketing		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)			

DIGITAL DESIGN & ANIMATION I**TS242X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 20

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
- Aligned Career Technical Student Organization: Technology Student Association (TSA)

GAME ART DESIGN (HONORS)**TS315X0 1 CREDIT***Prerequisite: TS24 Digital Design and Animation I*

Recommended Maximum Enrollment: 20

In addition to the standard course requirements for Game Art Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments.

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

BUSINESS MANAGEMENT & ADMINISTRATION**General Management**

National Pathways: Operations Management and General Management Entrepreneurship Career Pathway (ENTRE)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	ME11 Entrepreneurship I	ME12 Entrepreneurship II	WB13 CTE Advanced Studies BMA <i>or</i> WB14 CTE Apprenticeship BMA <i>or</i> WB15 CTE Internship BMA <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	BA10 Accounting I MM51 Marketing BM20 Microsoft Excel BM40 Microsoft Access		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA) and Future Business Leaders of America (FBLA)			

BUSINESS ESSENTIALS**BF102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

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

ENTREPRENEURSHIP I (HONORS)**ME115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

In addition to the standard course requirements for Entrepreneurship 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. 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: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- Aligned Industry Credential: Venture Entrepreneurial Expedition

ENTREPRENEURSHIP II (HONORS)**ME125X0 1 CREDIT***Prerequisite: ME11 Entrepreneurship I*

Recommended Maximum Enrollment: 25

In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. English language arts, mathematics, and social studies 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: Venture Entrepreneurial Expedition

Operations Management

National Pathway: Operations Management Project Management Career Pathway (PMGT)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	CS11 Project Management I	CS12 Project Management II	CS13 Project Management III <i>or</i> WB13 CTE Advanced Studies BMA <i>or</i> WB14 CTE Apprenticeship BMA <i>or</i> WB15 CTE Internship BMA <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	BM20 Microsoft Excel BM40 Microsoft Access		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA) Future Business Leaders of America (FBLA)			

BUSINESS ESSENTIALS**BF102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

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

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

PROJECT MANAGEMENT II

CS122X0 1 CREDIT

Prerequisite: CS11 Project Management I

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 25

This course will develop advanced project management skills. 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 facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management 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: PMI Project Management Ready Certification

HEALTH SCIENCE

Therapeutic Services, Diagnostic Services, Health Informatics, Support Services

National Pathway: Therapeutic Services Healthcare Professional Career Pathway (HPCP)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
HU10 Foundations of Health Science	HU40 Health Science I	HU42 Health Science II	HN43 Nursing Fundamentals and Practicum (2 credits) <i>or</i> HN44 Fundamentals of Gerontology <i>or</i> HN45 Public Health Fundamentals <i>or</i> WB29 CTE Advanced Studies HLTH <i>or</i> WB30 CTE Apprenticeship HLTH <i>or</i> WB31 CTE Internship HLTH
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	HH32 Pharmacy Technician		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway WTCC Introduction to Medical Assisting WTCC Nurse Aide		
Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals			

FOUNDATIONS OF HEALTH SCIENCE

HU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed for students to acquire foundational knowledge pertinent to healthcare professionals. Topics include advancements in healthcare, medical terminology, mathematics used in healthcare, the domains of healthcare, and in-demand healthcare careers. Students will enhance their communication, leadership, and career decision-making skills. English language arts and mathematics 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
- Aligned CTSO: HOSA-Future Health Professionals

HEALTH SCIENCE I (HONORS)

HU405X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

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

- Work Based Learning Opportunities: Apprenticeship: No 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, First Aid
- Aligned CTSO: HOSA-Future Health Professionals

HEALTH SCIENCE II (HONORS)

HU425X0 1 CREDIT

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

Recommended Maximum Enrollment: 20

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

- Work Based Learning Opportunities: Apprenticeship: 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, OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed
- Aligned CTSO: HOSA-Future Health Professionals

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 HN43 Nurse Aide students be 1:10 or less while in the clinical area. DHSR applies this 1:10 ratio to the classroom and laboratory training area. HN43 Nursing Fundamentals is total Nurse Aide 1 training. Maximum enrollment for one teacher for one section of students is ten in HN43 Nursing Fundamentals.**

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: Yes 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
- Aligned CTSO: HOSA-Future Health Professionals

PHARMACY TECHNICIAN (HONORS)

HH325X0 1 CREDIT

Prerequisite: HU32 Health Science II

Recommended Maximum Enrollment: 20

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. 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
- Aligned CTSO: HOSA-Future Health Professionals

HOSPITALITY & TOURISM

Recreation, Amusements and Attractions

National Pathway: Recreation, Amusements and Attractions Sports & Entertainment Marketing Career Pathway (SEMK)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
MM51 Marketing	MH31 Sport & Event Marketing I	MH32 Sport & Event Marketing II	WB33 CTE Advanced Studies HOSP or WB34 CTE Apprenticeship HOSP or WB35 CTE Internship HOSP or Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		

Supplemental Technical Courses	CS11 Project Management I ME11 Entrepreneurship I
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)	

MARKETING

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. 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: None

SPORT AND EVENT MARKETING I

MH312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

- 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

SPORT AND EVENT MARKETING II (HONORS)

MH325X0 1 CREDIT

Prerequisite: MH31 Sport and Event Marketing I

Recommended Maximum Enrollment: 25

In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.

- 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

Travel and Tourism

National Pathway: Travel and Tourism Travel & Tourism Career Pathway (TRTO)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	MH31 Sport & Event Marketing I <i>or</i> MM51 Marketing	MH42 Hospitality and Tourism	WB33 CTE Advanced Studies HOSP <i>or</i> WB34 CTE Apprenticeship HOSP <i>or</i> WB35 CTE Internship HOSP <i>or</i> Cooperative Education
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses	CS11 Project Management I ME11 Entrepreneurship I		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

BUSINESS ESSENTIALS**BF102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

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

MARKETING**MM512X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. 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: None
- Affiliated CTE Student Organization: An association for Marketing Education students (DECA)

SPORT AND EVENT MARKETING I**MH312X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

- 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

HOSPITALITY AND TOURISM (HONORS)**MH425X0 1 CREDIT***Prerequisite: MM51 Marketing or BF10 Business Essentials or MH31 Sport and Event Marketing I*

Recommended Maximum Enrollment: 30

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)

HUMAN SERVICES**Counseling and Mental Health**

Counseling and Mental Health (CMHC)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
FC11 Principles of Family and Human Services	FC13 Counseling and Mental Health I		WB37 CTE Advanced Studies HUMA or WB38 CTE Apprenticeship HUMA or WB39 CTE Internship HUMA
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

COUNSELING AND MENTAL HEALTH I**FC132X0 1 CREDIT***Prerequisite: None*

Required Maximum Enrollment: 25

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology 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

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

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

Early Childhood Development and Services

National Pathway: Early Childhood Development & Services			
Early Childhood Development & Services Career Pathway (EACH)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
FC11 Principles of Family and Human Services	FE60 Child Development	FE11 Early Childhood Education I (2 credit course)	FE12 Early Childhood Education II (2 credit course)
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

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

Required Maximum Enrollment: 25

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

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

EARLY CHILDHOOD EDUCATION I

FE112X0 2 CREDITS

Prerequisite: FE60 Child Development AND students must be 15 by September 1.

Required Maximum Enrollment: 20

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

This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education meet NC Child Care General Statute, students must be 15 years of age before September 1 .

- 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: CPR, First Aid, North Carolina Early Childhood Credential Equivalency (NCECC)

EARLY CHILDHOOD EDUCATION II (HONORS)

FE125X0 2 CREDITS

Prerequisite: FE11 Early Childhood Education I

Required Maximum Enrollment: 20

Note: For safety reasons and intern placement, 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 childcare 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.

- 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

National Pathway: Therapeutic Services Food & Nutrition Career Pathway (FONU)			
Recommended Pathway Entry	Prerequisite	Concentrator	Career Pathway Major
FC11 Principles of Family and Human Services	FN41 Food and Nutrition I	FN42 Food and Nutrition II	FN43 Food Science and Technology <i>or</i> WB37 CTE Advanced Studies HUMA <i>or</i> WB38 CTE Apprenticeship HUMA <i>or</i> WB39 CTE Internship HUMA
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

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

FOOD AND NUTRITION I

FN412X0 1 CREDIT

Prerequisite: FC11 Principles of Family and Human Services recommended

Required Maximum Enrollment: 20

***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

FN422X0 1 CREDIT

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

Required Maximum Enrollment: 20

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

In this course, students experience the intersection of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety: plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English language arts, social studies, mathematics, science, and technology and interpersonal relationships 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: ANSI-Approved Certified Food Protection Manager

MARKETING

Marketing Management

Marketing Management Career Pathway (MMGT)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
BF10 Business Essentials	MM51 Marketing	MA52 Marketing Applications	Cooperative Education <i>or</i> WB53 CTE Advanced Studies MRKT <i>or</i> WB54 CTE Apprenticeship MRKT <i>or</i> WB55 CTE Internship MRKT
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills CS11 Project Management		
Supplemental Technical Courses	II41 Adobe Visual Design I		
Intracurricular Career and Technical Student Organizations	An association for Marketing Education students (DECA)		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway WTCC Business Analytics: Marketing Analytics		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

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

MARKETING

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. 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: None

MARKETING APPLICATIONS (HONORS)**MA525X0 1 CREDIT***Prerequisite: MMS1 Marketing or MI21 Fashion Merchandising*

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Marketing Applications, 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: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- Aligned Industry Credential: Customer Service and Sales Certification

National Pathway: Engineering and Technology Technology Engineering & Design Career Pathway (TEND)			
Recommended	Prerequisite	Concentrator	Career Pathway Major
	TE11 Technology Engineering & Design	TE12 Technological Design	WB57 CTE Advanced Studies STEM <i>or</i> WB58 CTE Apprenticeship STEM <i>or</i> WB59 CTE Internship STEM
Supplemental Career Employability Skills Courses	BM10 Microsoft Word and PowerPoint CC45 Career Management OI00 IB Personal and Professional Skills CS11 Project Management I		
Supplemental Technical Courses			
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway WTCC Electronics Engineering Technology		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)			

TECHNOLOGY ENGINEERING AND DESIGN**TE112X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 20

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.

- 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
- Aligned Career Technical Student Organization: technology Student Association (TSA)

TECHNOLOGICAL DESIGN (HONORS)**TE125X0 1 CREDIT***Prerequisite: TE11 Technology Engineering and Design*

Recommended Maximum Enrollment: 20

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

- Work Based Learning Opportunities: Apprenticeship: 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
- Aligned Career Technical Student Organization: technology Student Association (TSA)

SUPPLEMENTAL COURSES

MICROSOFT WORD & POWERPOINT (HONORS)

BM105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

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

- 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) in Word and/or PowerPoint
- Affiliated CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MICROSOFT EXCEL (HONORS)

BM205X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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
- Affiliated CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

CAREER MANAGEMENT

CC452X0 1 CREDIT

Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts 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

CTE ADVANCED STUDIES

REQUEST SPECIFIC CAREER PATHWAY CODE

CTE ADVANCED STUDIES (HONORS) (MUST BE APPROVED BY CTE DEPT)

REQUEST SPECIFIC CAREER PATHWAY CODE

Prerequisite: Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

- Work Based Learning Opportunities: Apprenticeship: Yes 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
- Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

CTE INTERNSHIP

REQUEST SPECIFIC CAREER PATHWAY CODE

CTE INTERNSHIP (HONORS)

REQUEST SPECIFIC CAREER PATHWAY CODE

Prerequisite: None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is

exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

- 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: None
- Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

CTE APPRENTICESHIP

REQUEST SPECIFIC CAREER PATHWAY CODE

Prerequisite: Two technical credits in one Career Cluster

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

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

CAREER ACADEMY INTERNSHIP (Career Academy Students Only)

REQUEST SPECIFIC CAREER PATHWAY CODE

CAREER ACADEMY INTERNSHIP (HONORS) (Career Academy Students Only)

REQUEST SPECIFIC CAREER PATHWAY CODE

English Language Arts Courses

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

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I

10212X0 1 CREDIT

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

ENGLISH I (HONORS)

10215X0 1 CREDIT

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

ENGLISH II

10222X0 1 CREDIT

Prerequisite: English I

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

ENGLISH II (HONORS)

10225X0 1 CREDIT

Prerequisite: English I

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

ENGLISH III

10232X0 1 CREDIT

Prerequisite: English II

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

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

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 the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board 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 the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board 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 essays. 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 the 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.

LEADERSHIP IN MEDIA I (HONORS)

10255X0C 1 CREDIT

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

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

LEADERSHIP IN MEDIA II (HONORS)

10255X0M 1 CREDIT

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

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

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, copywriting, and proofing.

YEARBOOK II

10322X0H 1 CREDIT

Recommended prerequisite(s): Yearbook I, application, and teacher recommendation

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

YEARBOOK II (HONORS)

10325X0D 1 CREDIT

Recommended prerequisite(s): Yearbook I and teacher recommendation

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

YEARBOOK III

10332X0A 1 CREDIT

Recommended prerequisite(s): Yearbook I, Yearbook II, and teacher recommendation

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

YEARBOOK III (HONORS)

10335X0A 1 CREDIT

Recommended prerequisite(s): Yearbook I, Yearbook II (Honors), and teacher recommendation

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

English as a Second Language Courses

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

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.

ESL IV	10382X07 (Part I)	1 CREDIT
	10382X072 (Part II)	1 CREDIT

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.

Healthful Living Courses

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

REQUIRED COURSE

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

HEALTHFUL LIVING I (HONORS)	60495X0	1 CREDIT
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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

PHYSICAL FITNESS I	60602X0	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.		
WEIGHT TRAINING AND CONDITIONING I	60292X0A	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.		
WEIGHT TRAINING AND CONDITIONING II	60292X0B	1 CREDIT
<i>Recommended prerequisite(s): Weight Training and Conditioning I</i>		
This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are parts of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.		
WEIGHT TRAINING AND CONDITIONING III	60292X0L	1 CREDIT
<i>Recommended prerequisite(s): Weight Training and Conditioning I & II</i>		
This course is for students interested in trying some advanced lifting and exercise techniques which may include Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.		
TEAM SPORTS I	60292X0J	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership.		
TEAM SPORTS II	60292X0K	1 CREDIT
<i>Recommended prerequisite(s): Team Sports I</i>		
This course is designed to include the development of a greater in-depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.		
LIFETIME SPORTS I	60292X0D	1 CREDIT
<i>Recommended prerequisite(s): Healthful Living I</i>		
Standard Version - This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickleball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis on skill development, game strategies, and safety.		
Unified Sports Version - This course is designed to promote the Special Olympics Unified Sports model. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Students will team together to participate in Lifetime Sports Activities and tournaments with the goal of attaining skills and cultivating relationships.		
LIFETIME SPORTS II	60292X0E	1 CREDIT
<i>Recommended prerequisite(s): Lifetime Sports I</i>		
This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.		

HEALTH & SCIENCE-BASED ELECTIVE COURSES

SPORTS MEDICINE I

60632X0 1 CREDIT

Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness

This course is designed for students interested in the career of athletic training. The primary focus includes, but is not limited to, the following topics: The Athletic Training/Sports Medicine (ATSM) Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sport injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/blood borne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE II

60642X0 1 CREDIT

Recommended prerequisite(s): Sports Medicine I

This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes but is not limited to the following topics: human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE III (HONORS)

60655X0 1 CREDIT

Recommended prerequisite(s): Successful completion of Sports Medicine I and II

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

SPORTS MEDICINE IV (HONORS)

60665X0 1 CREDIT

Recommended prerequisite(s): Successful completion of Sports Medicine I, II, and III

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

LEADERSHIP-BASED ELECTIVE COURSES

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)

60292X0T 1 CREDIT

Recommended prerequisite(s): Healthful Living I

The course is designed for students interested in serving as physical education aides to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working in the schools. Students are trained in classroom management; development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in careers related to teaching or recreation leadership.

PEPI II

60292X0U 1 CREDIT

Recommended prerequisite(s): PEPI I

The course is an extension of PEPI I. Students in this course will take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at different grade levels and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

Mathematics Courses

The high school mathematics course of study is based upon the NC Math Standards adopted by the North Carolina State Board of Education in June 2016. The standards for the fourth math courses were revised and adopted in August 2019 and will be implemented in 2020-2021. The standards are divided into two equally important parts: The Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at [Math Sequences](#). Please note that this document does not include every possible path. Please talk with your school counselor about which path is best for you / your student.

INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)

20202X0 1 CREDIT

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

FOUNDATIONS OF NC MATH 1 (ELECTIVE CREDIT)

20902X0 1 CREDIT

NOTE: This course should be paired with NC Math 1B (21092X0B)

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

NC MATH 1B

21092X0B 1 CREDIT

Recommended prerequisite(s): Foundations of NC Math 1A

Note: This course should be paired with Foundations of NC Math 1A (20902X0)

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

NC MATH 1	21092X0	1 CREDIT
<i>Recommended prerequisite(s): Mastery of the middle school mathematics curriculum</i>		
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
<i>Recommended prerequisite(s): Marginal proficiency in NC Math 1</i>		
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
<i>Recommended prerequisite(s): NC Math 1</i>		
In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2.		
NC MATH 2 (HONORS)	22095X0	1 CREDIT
<i>Recommended prerequisite(s): NC Math 1</i>		
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
<i>Recommended prerequisite(s): Marginal proficiency in NC Math 2</i>		
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
<i>Recommended prerequisite(s): NC Math 2</i>		
This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice applies throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.		

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

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

MATH COURSES BEYOND NC MATH 3

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

NC MATH 4**24092X0 1 CREDIT***Recommended prerequisite(s): NC Math 3*

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

NC MATH 4 (HONORS)**24095X0 1 CREDIT***Recommended prerequisite(s): Honors NC Math 3*

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

PRECALCULUS (HONORS)**24035X0 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)**24015X0 1 CREDIT***Recommended prerequisite(s): Honors NC Math 4 or Precalculus*

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

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.

Science Courses

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

BIOLOGY

BIOLOGY**33202X0 1 CREDIT****BIOLOGY HONORS****33205X0 1 CREDIT**

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

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. The honors course is taught in greater depth and magnitude.

ANATOMY AND PHYSIOLOGY HONORS**33305X0 1 CREDIT***Recommended prerequisite(s): Biology*

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

CHEMISTRY

CHEMISTRY (HONORS)**34205X0 1 CREDIT***Recommended prerequisite(s): Honors Math 3 or concurrent enrollment in Honors Math 3*

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

ADVANCED PLACEMENT CHEMISTRY**3A017X0 1 CREDIT***Recommended prerequisite(s): NC Math 3 and Chemistry/Honors Chemistry*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. 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

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

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. The course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth systems. Laboratory work is a major component of the course.

ASTRONOMY 35402X0 1 CREDIT

Recommended Prerequisite(s): Earth Science /Environmental Science

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

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

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

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

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

ADVANCED PLACEMENT PHYSICS II –ALGEBRA BASED 3A067X0 1 CREDIT

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

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

ADDITIONAL SCIENCE COURSES

FORENSIC SCIENCE (HONORS) 30205X0A 1 CREDIT

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

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

RESEARCH METHODS AND TECHNIQUES (HONORS) 30205X0E 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. The honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

Social Studies Courses

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

REQUIRED SOCIAL STUDIES COURSES

WORLD HISTORY	43032X0	1 CREDIT
WORLD HISTORY (HONORS)	43035X0	1 CREDIT
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.		
FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY	43182X0	1 CREDIT
FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY (HONORS)	43185X0	1 CREDIT
The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy 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.		
AMERICAN HISTORY	43112X0	1 CREDIT
AMERICAN HISTORY (HONORS)	43115X0	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.		

SOCIAL STUDIES ELECTIVES

AFRICAN AMERICAN STUDIES (HONORS)	46015X0	1 CREDIT
This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content.		
HOLOCAUST AND GENOCIDE 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 (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 (HONORS)	48005X0D	1 CREDIT
The first half of this course focuses on the Vietnam War and related issues. Topics include geography, history, and culture of Vietnam; the ethical questions that arose during the conflict; the events of the social protest movement; worldwide response and involvement in Vietnam; problems of Vietnamese refugees and U.S. veterans; and Vietnam today. The second half is designed as a study of the major trends and issues in the post-World War II era with an insight into the growing interdependence of nations of the world. Emphasis is placed on the decision-making process of the United States in the field of foreign affairs. Recent problems, policies, and programs of the United States are analyzed.		
PSYCHOLOGY (HONORS)	44035X0	1 CREDIT
This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.		

SOCIOLOGY (HONORS)**4A005X0 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 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 nature of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use. Students enrolled in this course are expected to take the College Board 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 subfields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board 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 can use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; people; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board 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**CURRICULUM ASSISTANCE****96102X0K 1 CREDIT****CURRICULUM ASSISTANCE (9)****96102X0L 1 CREDIT****CURRICULUM ASSISTANCE (10)****96102X0M 1 CREDIT****CURRICULUM ASSISTANCE (11)****96102X0Q 1 CREDIT****CURRICULUM ASSISTANCE (12)****96102X0R 1 CREDIT**

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 **as related to IEP goals**.

CURRICULUM ASSISTANCE RESOURCE HI**96102X0T 1 CREDIT**

This is a language-based Curriculum Assistance (CA) designed specifically for hearing impaired students.

CURRICULUM ASSISTANCE RESOURCE VI**96102X0U 1 CREDIT**

This is Curriculum Assistance (CA) designed specifically for visually impaired students utilizing adaptive materials and assistive technology.

INDEPENDENT STUDY SKILLS **96102X0W 1 CREDIT**
Recommended prerequisite(s): Teacher recommendation
The student works independently in a special area of concentration determined by the student's IEP goals and objectives.

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

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

MATH COURSE

Specially Designed Instruction to address documented Math needs in student IEPs will be delivered to support student success in these Math courses.

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

VOCATIONAL EXPERIENCE CAREER TRAINING **9610BX0A 1 CREDIT**
This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site.

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 aids, and services.

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

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

EMPLOYMENT PREP III CITIZENSHIP 2A **9263BX0 1 CREDIT**
EMPLOYMENT PREP III CITIZENSHIP 2B **9264BX0 1 CREDIT**
This course is designed to allow students to continue the development and begin the application of skills learned in Employment Prep I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. Students must schedule 2 periods. Students will continue work on their career portfolios and begin to independently apply skills mastered from studying the six categories of employable skills.

EMPLOYMENT PREP IV MATH **9265BX0 1 CREDIT**
This course gives students the opportunity to synthesize all the skills acquired in previous Employment Prep courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the **225** hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Students will also engage in Person Centered/Driven Planning, and explore Federal regulations associated with public health in addition to finalizing career portfolios and transferring skills mastered from experience with the six categories of employability skills.

ENGLISH LANGUAGE ARTS

ENGLISH I

9210BX0 1 CREDIT

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

ENGLISH II

9211BX0 1 CREDIT

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

ENGLISH III

9212BX0 1 CREDIT

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

ENGLISH IV

9213BX0 1 CREDIT

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

MATH

INTRODUCTION TO MATHEMATICS

9220BX0 1 CREDIT

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

NC MATH 1A (ELECTIVE CREDIT)

9610BX0E 1 CREDIT

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

NC MATH 1

9225BX0 1 CREDIT

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

FINANCIAL MANAGEMENT

9222BX0 1 CREDIT

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

SCIENCE

APPLIED SCIENCE

9231BX0 1 CREDIT

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

BIOLOGY

9232BX0 1 CREDIT

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course.

SOCIAL STUDIES

AMERICAN HISTORY I

9247BX0 1 CREDIT

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

AMERICAN HISTORY II

9248BX0 1 CREDIT

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

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS

9249BX0 1 CREDIT

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

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY

9251BX0 1 CREDIT

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

ECONOMICS & PERSONAL FINANCE

43192X0 1 CREDIT

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

OCS COURSES TAKEN ON NCVPS

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

CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS

SKILLS IN INDEPENDENT LIVING

9610AX0C 1 CREDIT

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

VOCATIONAL EXPERIENCE

9610AX0A 1 CREDIT

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

EMPLOYMENT ADJUSTMENT

9610AX0E 1 CREDIT

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

WORK RELATED BEHAVIOR

9610AX0D 1 CREDIT

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

SOCIALIZATION LEISURE SKILLS

9610AX0B 1 CREDIT

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

PHYSICAL EDUCATION**60292X0 1 CREDIT**

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

ENGLISH/LANGUAGE ARTS**ENGLISH/LANGUAGE ARTS I****9310AX0 1 CREDIT**

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

ENGLISH/LANGUAGE ARTS II**9311AX0 1 CREDIT**

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

ENGLISH/LANGUAGE ARTS III**9312AX0 1 CREDIT**

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

ENGLISH/LANGUAGE ARTS IV**9313AX0 1 CREDIT**

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

MATH**NC MATH 1A****9324AX0 1 CREDIT**

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

NC MATH 1B**9325AX0 1 CREDIT**

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

FINANCIAL MANAGEMENT**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 and home, apply skills associated with providing simple first aid and obtaining medical treatment when needed and apply the skills needed to practice healthful living and good nutrition.

BIOLOGY A**9332AX0 1 CREDIT**

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

BIOLOGY B**9333AX0 1 CREDIT**

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

SOCIAL STUDIES**SOCIAL STUDIES I****9340AX0 1 CREDIT**

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

SOCIAL STUDIES II**9341AX0 1 CREDIT**

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

SOCIAL STUDIES III**9342AX0 1 CREDIT**

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

World Language Courses

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

MODERN LANGUAGE LEVEL 1

French I 11012X0 1 CREDIT

Spanish I 11412X0 1 CREDIT

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

MODERN LANGUAGE LEVEL 2

French II 11022X0 1 CREDIT

Spanish II 11422X0 1 CREDIT

The Level 2 Modern Languages course is the second in a multi-course sequence of communicative, proficiency-based courses. In Level 2, students build on the linguistic foundations which they studied in Level 1. Students continue building on the foundation from Level 1, communicating in increasingly more complex situations and with greater depth. Classes are conducted primarily in the target language with a strong focus on comprehensible input at an appropriate level for novice learners, with added complexity compared to Level 1. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. Students who successfully complete the course will demonstrate Novice High proficiency or above. Typical topics in level two courses include travel survival skills, entertainment, childhood, and daily life around the world.

MODERN LANGUAGE LEVEL 3

French III (Honors) 11035X0 1 CREDIT

Spanish III (Honors) 11435X0 1 CREDIT

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

FRENCH IV (HONORS)

11045X0 1 CREDIT

Recommended prerequisite(s): French III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students can connect the target language to other disciplines and can compare it to their own. Finally, they can use the language inside and outside of the classroom setting.

ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

1A037X0 1 CREDIT

Recommended prerequisite(s): French IV or French V

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations. This course follows the prescribed curriculum of the 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 students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

SPANISH IV (HONORS)**11445X0 1 CREDIT**

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students can connect the target language to other disciplines and can compare it to their own. Finally, they can use the language inside and outside of the classroom setting.

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.

Other Credit Programs

LIBRARY MEDIA STUDIES**96102X0HH 1 CREDIT**

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

INDEPENDENT STUDY SKILLS**96102X0W 1 CREDIT**

This course is designed to be taught as a companion to core courses to support students who enter high school with an intervention plan based on their Level 1 or 2 score on the eighth-grade End of Grade Test. Through literacy-rich learning activities using cross-curricular texts and materials, students learn how to break apart long or complex assignments and create their own scaffolds for success. Students will focus their learning on enhancing their ability to read and write effectively for content-area study. **This course may not be used as an independent study hall for students.**

OTHER PROGRAM AREA INTERNSHIP (NON-CTE)**96102X0A 1 CREDIT**

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

COLLEGE AND UNIVERSITY COURSES

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

High School Course Codes

Base Course Code Variations for Scheduling Purposes (if needed)

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

Course Code Explanation

Example: 10212X0

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

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

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

- C = Community College
- U = University or College
- A = Advanced Placement
- I = International Baccalaureate (IB)

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

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

The sixth digit indicates the current level of the student.

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

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

The seventh digit indicates various course sequence information.

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