

**Rolesville High School
Freshman Academy
Program Planning Guide
2020-2021**



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

If you have questions or concerns please visit the following site for further information:

<https://www.wcpss.net/non-disc-policy>

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

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

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

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

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

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

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering the 9th grade in 2013-14 or prior must earn a total of 900 work hours. Students entering the 9th grade in 2014-15 or later must earn a total of 600 work hours. The Occupational Course of Study is available at all high schools except North Wake College & Career Academy, Phillips, Vernon Malone College & Career Academy, Wake Early College of Health & Sciences, Wake STEM Early College, Wake Young Men's Leadership Academy, and Wake Young Women's Leadership Academy.

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

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

Students who complete all graduation requirements receive a diploma.

Endorsements

Beginning with the graduating class of 2014-15, students have the opportunity to earn Endorsements to their High School Diploma ([GCS-L-007](#)). Students must meet all requirements set forth in [State Board Policy GRAD-004: State Graduation Requirements](#) related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

Career Endorsement Requirements

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

College Endorsement Requirements

Option #1

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

Option #2

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

Global Languages Endorsement

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

North Carolina Academic Scholars Endorsement

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

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

Content Area	Credits	Courses
English	4	English I, II, III, IV
Math	4	NC Math I, II, III, and a higher level math course with NC Math 3 as a prerequisite
Science	3	Physics or Chemistry, Biology, and Earth/Environmental Science
Social Studies	4	World History, American History I & II, and American History: Founding Principles, Civics, & Economics
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 and before: World History (or AP World History), American History I: Founding Principles, American History II (or AP US History & 1 additional social studies elective), and American History: Founding Principles, Civics & Economics Entering high school Fall 2020 and beyond: The State Board of Education is reviewing options for Social Studies Graduation requirements. Once final decisions have been made at the state level, we will update this section.	2 Credits American History I or American History II and American History: Founding Principles, Civics & Economics Students Entering 9th grade in 2016 or earlier need American History I AND American History II
World Language	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 Occupational 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 Students Entering 9th Grade 2013 or earlier: 900 Hours School-Based Vocational Training = 300 Hours Community-Based Vocational Training = 240 Hours Competitive Paid Employment = 360 Hours Completion and presentation of a Career Portfolio containing all of the required components.
Career & Technical Education		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](#)

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
<p>Six (6) Credits in language, including:</p> <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
<p>Four (4) credits in mathematics in any of the following combinations: For students entering high school prior to 2012-2013</p> <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 <p>For students entering high school in 2012-2013 and beyond:</p> <ul style="list-style-type: none"> • NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3 <p>It is recommended that prospective students take a mathematics credit in the 12th grade.</p>
<p>Three (3) credits in science, including:</p> <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
<p>Two credits in social studies, including,</p> <ul style="list-style-type: none"> • One (1) credit in United States History <p>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.</p>

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.

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

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

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

Course Requirements

Course Loads

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

Course Selection

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

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

Course Withdrawal Penalty

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

Grades, Class Rank & Honors

Grading System

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

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

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

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

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

Grading Scale

The following grading scale applies to all high school courses.

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

Grading Period, Interims, and Report Cards

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

Final Exams & NC Assessment Requirements

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

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

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

Class Rank

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

To determine class rank, each high school uses final course grades, dividing the total number of quality points divided by the total number of credits attempted. The results are rounded to the fourth decimal place. For students who entered 9th grade in 2014-15 or prior, advanced placement courses carry two extra quality points and honors courses carry one extra quality point. For students who entered 9th grade in 2015-16 or later, Advanced Placement courses carry one (1.0) extra quality point and honors courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors.

Latin Honors

Beginning in 2018-19, the WCPSS will designate the following senior honors in lieu of naming a Valedictorian or Salutatorian:

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

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

Transfer Credit

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

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

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

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

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

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

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

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

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

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

- Documentation must be provided to the receiving WCPSS School by the sending school as to the course of study the student followed, materials used, work samples, total number of contact hours per course, and scores of any standardized tests the student has taken.
- Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-WCPSS grades.
- Grades and credits will not be included in the calculation of GPA or class rank.

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

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

To the extent possible, students who transfer among schools in Wake County or who transfer into the WCPSS in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can "catch up" in the class or perform adequately without having completed the first part of the class. Determination of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer.

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

Transcripts

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

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

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

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

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

Graduations

Early Graduation (Six Semesters or Less)

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

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

Procedures for early graduation include:

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

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

Mid-Year Graduation (After Seven Semesters)

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

Program Details

Drivers Education

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

NCAA Eligibility Requirements

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

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

Programs for Exceptional Students

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

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

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

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

Study Abroad

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

Grades earned in courses taken abroad are not included in the calculation of the student's grade point average. A notation of "Pass" (P) or "Fail" (F) will be made on the permanent record. This procedure, while resolving the problem of incompatible grading systems, may affect a student's ability to qualify as a "North Carolina Academic Scholar" and other academic recognitions.

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

North Carolina Virtual Public School (NCVPS)

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

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

Credit Recovery vs Repeating a Course for Credit

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

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

- The length of credit recovery courses will be dictated by the skills and knowledge the student needs to recover and not be a fixed length of time. For example, a student may only need a few weeks to recover the needed skills and knowledge and would not be required to take the course for the entire semester (or year).
- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student's GPA.

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

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

Alternative Programs of Study

Academically or Intellectually Gifted Services

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

Advanced Placement Program

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

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. (Placement process required)

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

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

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

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

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

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

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). (Placement process required)

VISUAL ARTS - PROFICIENT (HN) 54175X0A 1 CREDIT

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

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

VISUAL ARTS - ADVANCED (HN) 54185X0A 1 CREDIT

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

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing. (Placement process required)

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.

INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) (HN)**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. **(Placement process required)**

Dance**MODERN DANCE - BEGINNING****51152X0A****1 CREDIT**

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

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

MODERN DANCE - PROFICIENT (HONORS) (Placement process required)**51175X0A****1 CREDIT**

Recommended prerequisite(s): Modern Dance – Intermediate or audition

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

MODERN DANCE - ADVANCED (HONORS) (Placement process required)**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 modern dance is a challenging technique class where students present and produce their own choreography. Students will demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

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. **(Placement process required)**

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. **(Placement process required)**

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. **(Placement process required)**

THEATRE ARTS - ADVANCED (HONORS)	53185X0A	1 CREDIT
<i>Recommended prerequisite(s): Theatre Arts – Proficient or audition</i>		
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. (Placement process required)		
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
<i>Recommended prerequisite(s): Technical Theatre – Beginning</i>		
Students develop technical skills through design and production. Technical support for school productions requires participation in after-school rehearsals and performances.		
TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) (HN)	53635X0A	1 CREDIT
<i>Recommended prerequisite(s): Technical Theatre – Intermediate</i>		
Students who have demonstrated a high skill level in technical theatre can continue to study various areas of technical theatre by focusing on more advanced design and production skills. Students are expected to participate in after-school rehearsals and performances as well as provide technical support for school-based events.		
INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED) (HN)	53645X0A	1 CREDIT
The student works independently in a special area of concentration selected by the student with the theatre teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.		

Choral Music

VOCAL MUSIC – MIXED CHORUS – BEGINNING	52302X0A	1 CREDIT
This introductory course is open to all students who have an interest in singing. In this class, choral literature is studied in both classical and contemporary fields. Some study is given to a review of the mechanics of music, composers, and music appreciation. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Participation in after-school rehearsals and performances is expected.		
VOCAL MUSIC – CHORAL ENSEMBLE – INTERMEDIATE	52312X0A	1 CREDIT
<i>Recommended prerequisite(s): Vocal Music – Beginning or audition</i>		
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. (Placement process required)		
VOCAL MUSIC – CONCERT CHORUS – PROFICIENT (HONORS)	52325X0A	1 CREDIT
<i>Recommended prerequisite(s): Vocal Music – Intermediate or audition</i>		
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. (Placement process required)		
VOCAL MUSIC – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS)	52335X0A	1 CREDIT
<i>Recommended prerequisite(s): Vocal Music – Proficient or audition</i>		
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. (Placement process required)		

Instrumental Music

INSTRUMENTAL MUSIC: BAND – BEGINNING 52552X0A 1 CREDIT

Recommended prerequisite(s): Middle School band or audition

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

INSTRUMENTAL MUSIC: BAND – INTERMEDIATE 52562X0A 1 CREDIT

Recommended prerequisite(s): Band – Beginning or audition

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

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. (Placement process required)

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. (Placement process required)

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. (Placement process required)

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. (Placement process required)

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. (Placement process required)

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/

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

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

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

This portion of the Program Planning Guide is arranged by Career Cluster and then by Career Pathway. The courses listed may not be taught at every high school within the district and students are encouraged to request a listing of courses offered at their assigned school. The chart and course listings reflect a recommended order or sequence. Many courses are available for Honors credit and those identified with an asterisk (*) are considered completer courses for a pathway. Course descriptions include applicable work-based learning activities and the related CTSO. Students may also be eligible to complete an industry- recognized credential as part of their CTE pathway completion. Course descriptions also note the aligned credentials.

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

AGRISCIENCE APPLICATIONS**AU102X0****1 CREDIT***Prerequisite: None*

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

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

APPAREL AND TEXTILE PRODUCTION I**FA312X0****1 CREDIT***Prerequisite: None***For safety reasons, enrollment is not to exceed 20 in this course.*

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

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

PRINCIPLES OF FAMILY AND HUMAN SERVICES**FC112X0****1 CREDIT***Prerequisite: None*

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

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

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

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

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

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

MICROSOFT WORD & POWERPOINT (HONORS)**BM105X0****1 CREDIT***Prerequisite: None*

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)

PRINCIPLES OF BUSINESS AND FINANCE**BF102X0****1 CREDIT***Prerequisite: None*

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

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

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

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

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

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

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

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 as a Second Language Courses

Students whose home language is not English and who are identified as English Learners may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

ESL courses may be offered as two semester courses with one credit awarded for each semester. Students are allowed to take both semesters of a level but it is not a requirement. Students are allowed to repeat the same course level for original credit. Please refer to the WCPSS Language Assistance Program for English Learners Overview for additional information regarding language level support for English Learners. The ESL teacher is the best resource for making decisions regarding course changes.

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

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

ESL II**10382X04 (Part I)****1 CREDIT****10382X05 (Part II)****1 CREDIT**

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

Healthful Living Courses

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

REQUIRED COURSE

HEALTHFUL LIVING I

60492X0

1 CREDIT

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

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

HEALTHFUL LIVING I (HONORS)

60495X0

1 CREDIT

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

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

Mathematics Courses

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

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at <https://tinyurl.com/2021MathSequence>. Please note that this document does not include every possible path. Please talk with your school counselor about which path is best for you / your student.

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***Recommended prerequisite(s): Mastery of the middle school mathematics curriculum*

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

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

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

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

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

Science Courses

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

BIOLOGY

BIOLOGY (HONORS)**33205X0****1 CREDIT**

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

EARTH SCIENCE

EARTH SCIENCE/ENVIRONMENTAL SCIENCE**35012X0****1 CREDIT**

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

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

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

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.

ADVANCED PLACEMENT WORLD HISTORY: MODERN	4A097X0	1 CREDIT
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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. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

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

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

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

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

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

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

MATH COURSES

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

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

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

VOCATIONAL EXPERIENCE CAREER TRAINING

96102X0FF

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 aides, and services.

OCCUPATIONAL PREPARATION I

9240BX0

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 in Career – Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCCUPATIONAL PREPARATION II

9241BX0

2 CREDITS

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

OCCUPATIONAL PREPARATION III

9242BX0

2 CREDITS

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. Students must schedule 2 periods.

OCCUPATIONAL PREPARATION IV

9243BX0

1 CREDIT

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the 360 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 higher school experience.

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 curriculum is directly aligned with that of the 10th grade English course content. See 10th grade English course description.

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

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 percent to solve problems, the use of two- and three-dimensional figures, the application of time and measurement skills, the application of algebraic properties, the understanding of patterns and relationships, and the understanding of data in terms of graphical displays, measures of center, and range.

NC MATH 1A (ELECTIVE CREDIT)**9610BX0E****1 CREDIT**

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

NC MATH 1**9225BX0****1 CREDIT**

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

FINANCIAL MANAGEMENT**9222BX0****1 CREDIT**

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

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

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

BIOLOGY**9232BX0****1 CREDIT**

This curriculum is directly aligned with that of the Biology course content. See Biology course description.

AMERICAN HISTORY I**9247BX0****1 CREDIT**

This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and 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 major world power.

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

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

OCS COURSES TAKEN ON NCVPS

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

CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS

SKILLS IN INDEPENDENT LIVING

96102X0CC

1 CREDIT

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

VOCATIONAL EXPERIENCE

96102X0AA

1 CREDIT

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

EMPLOYMENT ADJUSTMENT

96102X0EE

1 CREDIT

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

WORK RELATED BEHAVIOR

96102X0DD

1 CREDIT

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

SOCIALIZATION LEISURE SKILLS

96102X0BB

1 CREDIT

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

PHYSICAL EDUCATION

60292X0

1 CREDIT

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

ENGLISH/LANGUAGE ARTS

ENGLISH/LANGUAGE ARTS I

9310AX0

1 CREDIT

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

ENGLISH/LANGUAGE ARTS II

9311AX0

1 CREDIT

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

ENGLISH/LANGUAGE ARTS III

9312AX0

1 CREDIT

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

ENGLISH/LANGUAGE ARTS IV

9313AX0

1 CREDIT

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

MATH

NC MATH 1A

9324AX0

1 CREDIT

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

NC MATH 1B

9325AX0

1 CREDIT

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

FINANCIAL MANAGEMENT

9322AX0

1 CREDIT

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

SCIENCE

LIFE SCIENCE

9331AX0

1 CREDIT

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

BIOLOGY A

9332AX0

1 CREDIT

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

BIOLOGY B

9333AX0

1 CREDIT

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

SOCIAL STUDIES

SOCIAL STUDIES I

9340AX0

1 CREDIT

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

SOCIAL STUDIES II

9341AX0

1 CREDIT

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

SOCIAL STUDIES III

9342AX0

1 CREDIT

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

World Language Courses

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

MODERN LANGUAGE LEVEL 1

French I
Spanish I

11012X0
11412X0

1 CREDIT
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 the modern languages sequence, the goal is that students will be able to use what they have learned now and in the future. Students who successfully complete the course will demonstrate Novice Mid proficiency or above. Typical topics in level one courses include personal identity, family, and activities in the community.

MODERN LANGUAGE LEVEL 2

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.

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.

Other Credit Programs

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, 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.

