

# AFHS Course Descriptions

## for 2025 - 2026



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# Arts Education Courses

## Visual Arts

### **VISUAL ARTS BEG. -**

**54152X0 - 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 INT. -**

**54162X0A - 1 CREDIT**

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

### **VISUAL ARTS Accom Hon -**

**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.

### **ARTS ADV HON -**

**54185X0A - 1 CREDIT**

*Recommended prerequisite(s): Visual Arts – Accom Hon 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 of the student's choosing. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZ. INT. - 54622X0SC - 1 CREDIT** *Recommended prerequisite(s): Visual Arts – Beginning or portfolio*

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

### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZ ACC HON - 54635X0SC - 1 CREDIT** *Recommended prerequisite(s): Visual Arts – Intermediate Sculpture/Ceramics or portfolio .*

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

### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZ ADV HON - 54645X0SC - 1 CREDIT** *Recommended prerequisite(s): Acc Hon Sculpture/Ceramics 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.

### **AP STUDIO ART 2D DESIGN 5A027X0 - 1 CREDIT** *Recommended prerequisite(s): Two (2) credits in Visual Arts at the high school level*

Emphasis is placed on 2D studio art. It is expected that students enrolled in these courses will take the College Board AP Exam. The student must prepare and submit a portfolio to the AP Visual Arts Committee of The College Board for college credit approval. Success at the AP level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

### **AP STUDIO ART 3D DESIGN 5A037X0 - 1 credit** *Recommended prerequisite(s): Two (2) credits in Visual Arts at the high school level*

Emphasis is placed on 3D studio art. It is expected that students enrolled in these courses will take the College Board AP Exam. The student must prepare and submit a portfolio to the AP Visual Arts Committee of The College Board for college credit approval. Success at the AP level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

# Dance

**DANCE BEG. - 51152X0 - 1 CREDIT** This course introduces students to movement and choreography through the elements of dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

**DANCE INT. - 51162X0 - 1 CREDIT** *Recommended prerequisite(s): Audition or portfolio review using the WCPSS Placement Assessment Tool*

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

**DANCE ACCOM HON - 51175X0 - 1 CREDIT** *Recommended prerequisite(s): Dance – Intermediate or audition*

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

**DANCE - ADVANCED HON - 51185X0 - 1 CREDIT** *Recommended prerequisite(s): Audition or Portfolio review using the WCPSS Placement Assessment Tool*

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

# Theatre Arts

**TECHNICAL THEATRE I - TECH THEATRE BEG. - 53212X0TT - 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 II - THEATRE ARTS LOCAL ELECTIVE - 53802X0TT - 1 CREDIT** *Recommended prerequisite(s): Technical Theatre – Beginning* Students develop technical skills through design and production. Technical support for school productions requires participation in after-school rehearsals and performances. **This course does not satisfy the arts education graduation requirement and will not count towards the NC Arts Diploma Endorsement..**

**TECHNICAL THEATRE III - TECH THEATRE ACCOM H - 53315X0TT - 1 CREDIT** *Recommended prerequisite(s): Technical Theatre – Intermediate*

Students continue to develop technical theatre skills by studying various areas of technical theatre. Students are expected to participate in after-school rehearsals and performances as well as provide technical support for school- based events.

**TECHNICAL THEATRE IV - TECH THEATRE - 53805X0TT - 1 CREDIT** *Recommended prerequisite(s): Technical Theatre – Accom H*

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. **This course does not satisfy the arts education graduation requirement and will not count towards the NC Arts Diploma Endorsement..**

# Choral Music

**Chorus - VOCAL ENSEMBLE NOVICE - 52382X0 - 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.

**Chorus - VOCAL ENSEMBLE DEVELOPING - 52392X0 - 1 CREDIT** *Recommended prerequisite(s): Choral Music – novice in either middle or high school.* This 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. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Participation in after-school rehearsals and performances is expected.

**Chorus - VOCAL ENSEMBLE INT - 52312X0 - 1 CREDIT** *Recommended prerequisite(s): Choral Music – Developing in either middle or high school with audition/teacher placement.* Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs choral literature that include diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear training. A practice of sight-reading and musical literacy skills are prerequisites to participate at this level of study. Students continue developing vocal skills through extensive study of classical and contemporary works. A higher level of knowledge 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.

**Chorus - VOCAL ENSEMBLE ACCOM HON - 52325X0 - 1 CREDIT** Recommended prerequisite(s): Choral Music – Intermediate with audition/teacher placement. 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.

**Chorus - VOCAL ENSEMBLE ADV HON - 52335X0 - 1 CREDIT** Recommended prerequisite(s): Choral Music – Accomplished with audition/teacher placement. Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in- depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

## Instrumental Music

**INSTRUMENTAL MUSIC: BAND – NOVICE - 52582X0 - 1 CREDIT** *NO PREREQUISITES*

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 – DEVELOPING - 52592X0 - 1 CREDIT** *Recommended prerequisite(s): Band – novice or audition*

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

**INSTRUMENTAL MUSIC: BAND – INTERM - 52562X0 - 1 CREDIT** *Recommended prerequisite(s): Band – Developing in either middle or high school or audition*

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

**INSTRUMENTAL MUSIC: BAND ACOMM HON - 52575X0 - 1 CREDIT** Recommended prerequisite(s): Band – Intermediate or audition

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

**INSTRUMENTAL MUSIC: BAND ADV HON - 52585X0 - 1 CREDIT** *Recommended prerequisite(s): Band – Accomplished 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.

## Career & Technical Education Courses

### Business and Marketing

#### **BUSINESS ESSENTIALS**

**BF102X0 1 CREDIT**

*Prerequisite: None*

Recommended Maximum Enrollment: 30

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

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

#### **BUSINESS MANAGEMENT I**

**BB402X0 1 CREDIT**

*Prerequisite: Business Essentials*

Recommended Maximum Enrollment: 30

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem solving situations with customer service while academic and critical-thinking skills. English language arts is reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

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

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

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

**MARKETING II****MM522X0 1 CREDIT***Prerequisite: MM51 Marketing*

II Recommended Maximum

Enrollment: 25

Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications.

Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and 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:** Business of Retail Certified Specialist

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

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

**SPORT AND EVENT MARKETING II HONORS****MH325X0 1 CREDIT***Prerequisite: MH31 Sport and Event Marketing I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and 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

**FASHION MERCHANDISING****MI212X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced.

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

**ENTREPRENEURSHIP I****ME112X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

**ENTREPRENEURSHIP I HONORS****ME115X0 1 CREDIT***Prerequisite: None, BF10 Business Essentials recommended*

Recommended Maximum Enrollment: 30

This Honors course extends learning of Entrepreneurship I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by identifying market trends, evaluating consumer needs and wants, and developing solutions to address consumer problems by proposing a new product or service.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

#### ENTREPRENEURSHIP II HONORS

ME125X0 1 CREDIT

Prerequisite: ME11 Entrepreneurship I Recommended Maximum Enrollment: 25

Utilize business planning strategies to accelerate the implementation of a business idea. Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and 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:** Entrepreneurship and Small Business (ESB)

#### PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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

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

#### PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended Grade: 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

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

#### PROJECT MANAGEMENT II HONORS

GS125X0 1 CREDIT

Prerequisite: Project Management I

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 25

This course will develop advanced project management skills. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring, controlling, and closing a project in authentic situations. The facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course.

- **Work-Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PMI Project Management Ready Certification

### Information Technology Courses

#### ADOBE VISUAL DESIGN I

CD102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit

will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** Adobe Photoshop, Illustrator
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### ADOBE VISUAL DESIGN II HONORS

CD115X0 1 CREDIT

*Prerequisite:* CD10 Adobe Visual Design I  
Recommended Maximum Enrollment: 25

Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway. This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### ADOBE VIDEO DESIGN I

CD142X0 1 CREDIT

*Prerequisite:* None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### ADOBE VIDEO DESIGN I HONORS

CD145X0 1 CREDIT

*Prerequisite:* None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### ADOBE VIDEO DESIGN II HONORS

CD155X01 CREDIT

*Prerequisite:* CD14 Adobe Video Design I  
Recommended Maximum Enrollment: 25

The Honors Video Design course in the Career and Technical Education program focuses on creating media production within five general areas: audio, news style productions, interviewing, social media, and cinematic storytelling.. Students use technology such as prosumer high-definition video cameras, real time non-linear editing, digital computer graphic software, and portable lighting and sound equipment to give them a full technology-based education. This course provides students with a variety of activities that will enable them to understand and appreciate the application and value of entertainment technology by using up-to-date industry technology and techniques. Students will advance their knowledge by applying advanced techniques related to media editing.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

#### MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

*Prerequisite:* None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**MICROSOFT WORD & POWERPOINT HONORS****CC105X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

In addition to the standard course requirements for Microsoft Word & PowerPoint, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take the Microsoft Office Specialist (MOS) certification exams for Microsoft Word and Microsoft PowerPoint.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist PowerPoint Microsoft Office Specialist Word
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**PYTHON PROGRAMMING I****CP102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process. Gain the knowledge and skills for careers in the Python Programming pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PCEP - Certified Entry-level Python Programmer
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**PYTHON PROGRAMMING I HONORS****CP105X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process. Gain the knowledge and skills for careers in the Python Programming pathway. In addition, students will complete a comprehensive honors project that integrates all learned objectives, extends the standards (noted in the blueprint), and aligns with the state proof of learning for the course, the PCEP – Certified Entry-Level Python Programming credential.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PCEP - Certified Entry-level Python Programmer
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**PYTHON PROGRAMMING II HONORS****CP115X0 1 CREDIT***Prerequisite: CP10 Python Programming I*

Recommended Maximum Enrollment: 25

Design, write, debug, and run programs encoded in the Python language. Formulate program using Internet of Things (IoT) programs. Develop stories utilizing data sets, visualizations, and Python programming. Gain the knowledge and skills for careers in the Python Programming pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PCAP Certified Associate in Python Programming
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**INTRODUCTION TO COMPUTER SCIENCE****CS102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore components of computation, programming, ethics, and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**AP COMPUTER SCIENCE PRINCIPLES****0A027X0 1 CREDIT***Prerequisite: Math 2 with a B or higher*

Recommended Maximum Enrollment: 30

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)



**AP COMPUTER SCIENCE A****2A027X0 1 CREDIT***Prerequisite: Math 3 with a B or higher or Python Programming I and AP Comp Sci Principles*

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

**Family Consumer Sciences Courses****FASHION AND TEXTILE PRODUCTION I****FA312X0 1 CREDIT***Formerly known as Apparel & Textile Production I**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 Business and 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

**INTERIOR DESIGN I***Formerly known as Interior Design Fundamentals***FI212X0 1 CREDIT**

Recommended Maximum Enrollment: 25

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

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

**INTERIOR DESIGN II - STUDIO***Formerly known as Interior Design Studio***FI222X0 1 CREDIT***Prerequisite: Interior Design I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

**INTERIOR DESIGN II -STUDIO HONORS***Formerly known as Interior Design Studio Honors***FI225X0 1 CREDIT***Prerequisite: Interior Design I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

**INTERIOR DESIGN II- TECHNOLOGY HONORS***Formerly known as Interior Design Technology H***FI235X0 1 CREDIT***Prerequisite: Interior Design I*

Recommended Maximum Enrollment: 20

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and 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:** Autodesk Certified User Revit

#### FOODS I

FN412X0 1 CREDIT

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Accredited Food Handler Certificate

#### FOODS II

FN422X0 1 CREDIT

*Prerequisite: Food I*

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Approved Certified Food Protection Manager

#### FOODS II HONORS

FN425X0 1 CREDIT

*Prerequisite: Food I*

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Approved Certified Food Protection Manager

#### TEACHING AS A PROFESSION I HONORS

FE215X0 1 CREDIT

*Prerequisite: None*

Required Maximum Enrollment: 20

This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and 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:** Basic School Age Care (BASC)

#### TEACHING AS A PROFESSION II HONORS

FE225X0 1 CREDIT

**Prerequisite:** FE21 Teaching as a Profession I Honors

**Co-requisite:** FE23 Teaching as a Profession II Field Experience Honors

**Required Maximum Enrollment:** 20

Develop a perspective into the teaching-learning process by exploring the role of the teacher and studying the nature of the learner in the classroom environment. Analyze educational instructional activities and their value to the classroom while discovering the lesson planning process. Expand on the foundation for understanding learners, the teaching environment, and the impact on student achievement. Gain the knowledge and skills for careers in the teaching and training.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and 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

#### TEACHING AS A PROFESSION FIELD EXPERIENCE HONORS

FE235X0 1 CREDIT

**Prerequisite:** FE22 Teaching as a Profession II Honors

**\* This course can be taken at the same time as FE22 Teaching as a Profession II Honors.**

**Required Maximum Enrollment:** 20

Integrate course knowledge into practical application while completing a hands-on field experience. Facilitate learning opportunities for students that align with NC Standard Course of Study while assisting cooperating teachers. Develop pedagogical skills and characteristics necessary for effective teaching. Gain the knowledge and skills for careers in teaching and training.

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

- **Aligned Industry Credential:** None

## Health Sciences Courses

### HEALTH SCIENCE I

HU402X0 1 CREDIT

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

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

### HEALTH SCIENCE I HONORS

HU405X0 1 CREDIT

*Prerequisite: Biology is recommended as a prerequisite for this course.*

Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

### HEALTH SCIENCE II

HU422X0 1 CREDIT

*Prerequisite: Health Science I*

Recommended Maximum Enrollment: 20

Understand the healthcare industry, including employability skills, cultural awareness, safety, and infection control procedures used by healthcare professionals. Develop an understanding of the cardiovascular and respiratory systems to apply knowledge and skills toward earning industry recognized credentials. Demonstrate understanding of curriculum content through projects, collaborations, and teamwork. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed, Basic Life Support
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

### HEALTH SCIENCE II HONORS

HU425X0 1 CREDIT

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

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed, Basic Life Support
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

## Other CTE Courses

### ANIMAL SCIENCE I

AA212X0 1 CREDIT

*Prerequisite: None*

Recommended Maximum Enrollment: 25

Explore the impact animal physiology has on animal nutrition and health. Identify animals using physical traits and characteristics. Implement best management practices to select healthy animals. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Youth for Quality Care of Animals (YQCA) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

**ANIMAL SCIENCE I HONORS****AA215X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Youth for Quality Care of Animals (YQCA) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

**ANIMAL SCIENCE II - COMPANION ANIMAL****AA232X0 1 CREDIT***Prerequisite: AA21 Animal Science I*

Recommended Maximum Enrollment: 25

Integrate safe handling practices to groom and care for companion animals and identify companion animals using physical traits and characteristics. Illustrate knowledge of nutritional and digestive needs through experiential activities. Establish a foundation of veterinary medical terminology and procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

**ANIMAL SCIENCE II - COMPANION ANIMAL HONORS****AA235X0 1 CREDIT***Prerequisite: AA21 Animal Science I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

**VETERINARY ASSISTING HONORS****AA415X0 1 CREDIT***Prerequisite: Animal Science II*

Recommended Maximum Enrollment: 15

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skills-based scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Elanco Veterinary Medical Applications Certification, Certified Veterinary Assistant
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

## Supplemental Courses

**CTE ACADEMY INTERNSHIP (Career Academy Students Only)**  
**CTE ACADEMY INTERNSHIP HONORS (Career Academy Students Only)**

**REQUEST SPECIFIC CAREER PATHWAY CODE**  
**REQUEST SPECIFIC CAREER PATHWAY CODE**

### CTE ADVANCED STUDIES HONORS

**REQUEST SPECIFIC CAREER PATHWAY CODE**

*Prerequisite: Two technical credits in one Career Cluster*

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

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

### CTE INTERNSHIP

**REQUEST SPECIFIC CAREER PATHWAY CODE**

#### CTE INTERNSHIP HONORS

**REQUEST SPECIFIC CAREER PATHWAY CODE**

*Prerequisite: None*

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

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

## English Language Arts Courses

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

### CHOICES FOR REQUIRED ENGLISH COURSES

#### ENGLISH I

**10212X0 1 CREDIT**

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

#### ENGLISH I HONORS

**10215X0 1 CREDIT**

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

#### ENGLISH II

**10222X0 1 CREDIT**

*Prerequisite: English I*

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

#### ENGLISH II HONORS

**10225X0 1 CREDIT**

*Prerequisite: English I*

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

#### ENGLISH III

**10232X0 1 CREDIT**

*Prerequisite: English II*

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

#### ENGLISH III HONORS

**10235X0 1 CREDIT**

*Prerequisite: English II*

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

#### AP ENGLISH LANGUAGE AND COMPOSITION

**1A007X0 1 CREDIT**

*Prerequisite: English II, honors-level recommended*

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the AP Exam in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board AP Exam.

#### ENGLISH IV

**10242X0 1 CREDIT**

*Prerequisite: English III*

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

#### ENGLISH IV HONORS

**10245X0 1 CREDIT**

*Prerequisite: English III*

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This

college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

#### **AP ENGLISH LITERATURE AND COMPOSITION**

**1A017X0 1 CREDIT**

*Prerequisite: English III, honors-level recommended*

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the AP Exam in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board AP Exam.

### **ENGLISH ELECTIVE COURSES**

#### **AFRICAN AMERICAN LITERATURE**

**10252X0A 1 CREDIT**

This course explores African American writing and its relationship to American history and culture. Students study critical theories of African American literature and the contexts of cultural criticism through selected works by African American writers.

#### **AFRICAN AMERICAN LITERATURE HONORS**

**10255X0J 1 CREDIT**

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

#### **CREATIVE WRITING I**

**10252X0D 1 CREDIT**

This course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, and content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence and publication of a literary magazine.

#### **CREATIVE WRITING I HONORS**

**10255X0D 1 CREDIT**

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

#### **CREATIVE WRITING II**

**10252X0H 1 CREDIT**

*Recommended prerequisite(s): Creative Writing I*

In this course students will research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication and may be expected to participate in the publication of a school literary magazine.

#### **CREATIVE WRITING II HONORS**

**10255X0K 1 CREDIT**

*Recommended prerequisite(s): Creative Writing I*

This course is designed for students interested in exploring the Creative Writing II curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write extended and polished responses to course assignments, participate in peer review panels, and submit manuscripts for publication. They may also be expected to participate in the local publication of a school literary magazine.

#### **CULTURAL MEDIA LITERACY**

**10252X0E 1 CREDIT**

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

#### **CULTURAL MEDIA LITERACY HONORS**

**10255X0E 1 CREDIT**

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, new media, the Internet, and literature. In addition to analyzing the role of media in shaping culture through a historical perspective, students can expect to design and develop their own research on modern media and its global effect on culture.

#### **THE HUMAN EXPERIENCE HONORS**

**10255X0B 1 CREDIT**

This literature-based course is intended for those students interested in exploring different aspects of the human experience. Divided into five units, the course explores how, through literature, we approach and define our understanding of what it means to be human. By exploring how literature and other forms of writing approach art, history, philosophy, and religion, students will gain a better understanding of the human experience.

#### **INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA**

**10312X0B 1 CREDIT**

This introductory course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues.

**LEADERSHIP IN MEDIA I HONORS****10255X0C 1 CREDIT***Recommended prerequisite(s): Newspaper I/II (H); or Yearbook I/II (H); or Creative Writing I/II (H)*

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

**LEADERSHIP IN MEDIA II HONORS****10255X0M 1 CREDIT***Recommended prerequisite(s): Leadership in Media I HONORS*

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

**LIBRARY MEDIA STUDIES****96102X0HH 1 CREDIT**

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

**SPEECH I****10142X0 1 CREDIT**

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

**SPEECH I HONORS****10145X0 1 CREDIT**

This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.

**SPEECH II****10152X0 1 CREDIT***Recommended prerequisite(s): Speech I*

This course hones public speaking skills so that students may more rewardingly engage in competitive speaking and debate. Class activities are modeled on local, state, and national events expected by the National Forensics League. Included are dramatic and humorous interpretations of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. Students who belong to a Speech and Debate Team will greatly benefit from this course, but all students who want to take their skills to the next level would derive much benefit and pleasure.

**SPEECH II HONORS****10155X0 1 CREDIT***Recommended prerequisite(s): Speech I Honors*

The Honors section of this course requires students to meet the rigorous and rewarding standards promoted by the National Forensics League. Students will explore all of the main events sponsored by the league: dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. In the process of honing their skills, students will be expected to delve more deeply into the art of argumentation and the resources available through advanced research.

**YEARBOOK I (Application Course)****10312X0A 1 CREDIT***Recommended prerequisite(s): Application and teacher recommendation*

The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copywriting, and proofing.

**YEARBOOK II (Application Course)****10322X0H 1 CREDIT***Recommended prerequisite(s): Yearbook I, application, and teacher recommendation*

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

**YEARBOOK II HONORS (Application Course)****10325X0D 1 CREDIT***Recommended prerequisite(s): Yearbook I and teacher recommendation*

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

**YEARBOOK III (Application Course)****10332X0A 1 CREDIT***Recommended prerequisite(s): Yearbook I, Yearbook II, and teacher recommendation*

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



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

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

## English as a Second Language Courses

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

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

### ESL APPLIED

10382X0C

1 CREDIT

This course is recommended for Multilingual Learners who are Newcomers (first year in U.S. schools) and at the Comprehensive level of support (Entering Level 1) on the reading and writing subtests of the WIDA Screener. These Multilingual Learners have had very limited or no exposure to the English language and limited or interrupted formal education. Students at this level may 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 I

10382X02 (Part I)

1 CREDIT

10382X03 (Part II)

1 CREDIT

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

### ESL III

10382X06 (Part I)

1 CREDIT

10382X062 (Part II)

1 CREDIT

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

### ESL IV

10382X07 (Part I)

1 CREDIT

10382X072 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Moderate / Transitional level of support (Expanding Level 4 and/or Bridging Level 5) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in this course tend to be in Year 3, Year 4, or Year 5 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and most academic topics, manage grade-level content with minimal language support language scaffolds and are able to participate in classroom activities with some language scaffolding. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 15 students.

### ADVANCED LANGUAGE SUPPORT FOR MLs

10382X08 (Part I)

1 CREDIT

10382X082 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Transitional level of support and will focus on the finer details of the English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Recommended class size is a maximum of 15 students.

# Healthful Living Courses

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

## REQUIRED COURSE

### 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.

## PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

### WEIGHT TRAINING AND CONDITIONING I

60292X0G 1 CREDIT

60292X0A 1 CREDIT

*Recommended prerequisite(s): Healthful Living I*

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

### WEIGHT TRAINING AND CONDITIONING II

60292X0B 1 CREDIT

*Recommended prerequisite(s): Weight Training and Conditioning I*

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

### WEIGHT TRAINING AND CONDITIONING III

60292X0L 1 CREDIT

*Recommended prerequisite(s): Weight Training and Conditioning I & II*

This course is for students interested in trying some advanced lifting and exercise techniques which may include Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.

### TEAM SPORTS I

60292X0J 1 CREDIT

*Recommended prerequisite(s): Healthful Living I*

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership.

### TEAM SPORTS II

60292X0K 1 CREDIT

*Recommended prerequisite(s): Team Sports I*

This course is designed to include the development of a greater in-depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.

### LIFETIME SPORTS I

60292X0D 1 CREDIT

*Recommended prerequisite(s): Healthful Living I*

Standard Version - This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickleball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis on skill development, game strategies, and safety.

Unified Sports Version - This course is designed to promote the Special Olympics Unified Sports model. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Students will team together to participate in Lifetime Sports Activities and tournaments with the goal of attaining skills and cultivating relationships.

### LIFETIME SPORTS II

60292X0E 1 CREDIT

*Recommended prerequisite(s): Lifetime Sports I*

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.

## HEALTH & SCIENCE-BASED ELECTIVE COURSES

### SPORTS MEDICINE I Honors

**60635X0 1 CREDIT**

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

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

### SPORTS MEDICINE II Honors

**60645X0 1 CREDIT**

*Recommended prerequisite(s): Sports Medicine I*

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

### SPORTS MEDICINE III HONORS

**60655X0 1 CREDIT**

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

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

### SPORTS MEDICINE IV HONORS

**60665X0 1 CREDIT**

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

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

## LEADERSHIP-BASED ELECTIVE COURSES

### PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)

**60292X0T 1 CREDIT**

*Recommended prerequisite(s): Healthful Living I (Application Course)*

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

### PEPI II

**60292X0U 1 CREDIT**

*Recommended prerequisite(s): PEPI I (Application Course)*

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

# Mathematics Courses

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

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

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

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

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

## **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 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 1 HONORS 21095X0 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. *Honors NC Math 1 explores content at a highly rigorous level to begin students' preparation for advanced math courses. Students are expected to be able to appropriately explain and justify their solution process through both verbal and written formats.* 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.

## **MATH PLUS HONORS (ELECTIVE CREDIT) 28005X0L 1 CREDIT**

**Recommended prerequisite(s): Marginal proficiency in NC Math 1 in 8th grade**

Math Plus deepens the understanding of mathematical concepts covered in NC Math 1 to ensure that students are successful in future math courses. Students will be exposed to the content of NC Math 1 to reinforce crucial skills needed for Honors level courses. Students will also preview content for Honors NC Math 2.

## **FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT) 20912X0 1 CREDIT**

*Recommended prerequisite(s): Marginal proficiency in NC Math 1*

Foundations of NC Math 2 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 2. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

## **NC MATH 2**

**22092X0 1 CREDIT**

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

## **NC MATH 2 HONORS**

**22095X0 1 CREDIT**

*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 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**

**23092X0 1 CREDIT**

*Recommended prerequisite(s): NC Math 2*

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

## **NC MATH 3 HONORS**

**23095X0 1 CREDIT**

*Recommended prerequisite(s): Honors NC Math 2*

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

## **MATH COURSES BEYOND NC MATH 3**

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

## **NC MATH 4**

**24092X0 1 CREDIT**

*Recommended prerequisite(s): NC Math 3*

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

#### **NC MATH 4 HONORS**

**2A095X0 1 CREDIT**

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

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

#### **AP PRECALCULUS**

**2A047X0 1 CREDIT**

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

In AP Precalculus, students will explore everyday situations using mathematical tools and lenses. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. This course is designed for students pursuing careers in STEM-related fields and will prepare students for higher level mathematics and science courses. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

#### **DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HONORS**

**2A015X0 1 CREDIT**

*Recommended prerequisite(s): Honors NC Math 4 or Precalculus*

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

#### **AP STATISTICS**

**2A037X0 1 CREDIT**

*Recommended prerequisite(s): Honors NC Math 3, NC Math 4, NC Math 4 Honors or Precalculus*

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

#### **AP CALCULUS: AB**

**2A007X0 1 CREDIT**

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

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

#### **AP CALCULUS: BC**

**2A017X0 1 CREDIT**

*Recommended prerequisite(s): AP Calculus AB*

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

# Science Courses

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

## BIOLOGY

### INTRODUCTION TO THE PRINCIPLES OF BIOLOGY

**30202X0A 1 CREDIT**

This course introduces students to the major guiding principles of Biology – structures & processes of organisms, ecosystems, heredity, and biological evolution. Content material will be presented with an emphasis on project-based learning, literacy, and the 4 C's (communication, critical thinking, creativity, and collaboration). Students will develop analytical skills through the interpretation of scientific data and the incorporation of other research to support their arguments. This course is designed to precede the standard Biology course.

### BIOLOGY

**33202X0 1 CREDIT**

### BIOLOGY HONORS

**33205X0 1 CREDIT**

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

### AP BIOLOGY

**3A007X0 1 CREDIT**

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

**(Important Note: Students without a valid Biology EOC score or code will be expected to participate in the State EOC administration when enrolling in AP or IB Biology.)**

Students study the basic principles and concepts covered in an introductory “General Biology” college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board AP Exam.

### MARINE ECOLOGY HONORS

**35355X0 1 CREDIT**

*Recommended prerequisite(s): Biology*

The interrelationships among marine organisms and the physical, chemical, geological, and biological factors in their environment are the focus of this course. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail. Laboratory and field experiences are major components of the course. The honors course is taught in greater depth and magnitude.

### ANATOMY AND PHYSIOLOGY HONORS

**33305X0 1 CREDIT**

*Recommended prerequisite(s): Biology*

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

## CHEMISTRY

### CHEMISTRY

**34202X0 1 CREDIT**

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

### CHEMISTRY HONORS

**34205X0 1 CREDIT**

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

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

### AP CHEMISTRY

**3A017X0 1 CREDIT**

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

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

## EARTH SCIENCE

### EARTH SCIENCE/ENVIRONMENTAL SCIENCE

**35012X0 1 CREDIT**

### ENVIRONMENTAL SCIENCE HONORS

**35015X0 1 CREDIT**

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

### ASTRONOMY HONORS

**35405X0 1 CREDIT**

*Recommended Prerequisite(s): Earth Science /Environmental Science*

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

#### **INTRODUCTION TO METEOROLOGY HONORS**

**30205X0L 1 CREDIT**

*Recommended Prerequisite(s): Earth Science /Environmental Science*

This course focuses on inquiry into atmospheric conditions. Emphasis is placed on weather patterns, cycles of energy, interpreting and analyzing weather models, surface conditions, pollution, upper-air conditions, weather mapping, and climatological patterns. Laboratory work is a major component of this course.

#### **AP ENVIRONMENTAL SCIENCE**

**3A027X0 1 CREDIT**

*Recommended prerequisites: Successful completion of two years of high school laboratory science*

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board AP Exam.

### **PHYSICAL SCIENCE**

#### **PHYSICAL SCIENCE**

**34102X0 1 CREDIT**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

### **PHYSICS**

#### **PHYSICS**

**34302X0 1 CREDIT**

#### **PHYSICS HONORS**

**34305X0 1 CREDIT**

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

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics. Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

#### **AP PHYSICS I-ALGEBRA BASED**

**3A057X0 1 CREDIT**

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

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

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

#### **AP PHYSICS II –ALGEBRA BASED**

**3A067X0 1 CREDIT**

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

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

#### **AP PHYSICS C: MECHANICS**

**3A047X0 1 CREDIT**

*Recommended prerequisite(s): Calculus AB and honors or AP Physics 1*

This course should provide instruction in each of the following six content areas: kinematics; Newton's law of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillation and gravitation.

### **ADDITIONAL SCIENCE COURSES**

#### **FORENSIC SCIENCE HONORS**

**30205X0A 1 CREDIT**

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

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

#### **FORENSIC SCIENCE 2 HONORS**

**30205X0A2 1 CREDIT**

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

This course is intended as a continuation of the current Forensic Science course offering. The units of study will have a natural flow, the scope and depth of the course will be differentiated from Forensic Science 1 in the topics covered, complexity and expectation of student work products. In this course, students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations including crimes, negligence, and accidents. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques, and evaluation of novel academic research.



# 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

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

### FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY

43182X0 1 CREDIT

### FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY HONORS

43185X0 1 CREDIT

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens as well as how it has evolved over time.

### AMERICAN HISTORY

43112X0 1 CREDIT

### AMERICAN HISTORY HONORS

43115X0 1 CREDIT

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.).

### ECONOMICS & PERSONAL FINANCE

43192X0 1 CREDIT

### ECONOMICS & PERSONAL FINANCE HONORS

43195X0 1 CREDIT

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

## SOCIAL STUDIES ELECTIVES

### AFRICAN AMERICAN STUDIES

46012X0 1 CREDIT

### AFRICAN AMERICAN STUDIES HONORS

46015X0 1 CREDIT

This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content.

### HOLOCAUST AND GENOCIDE STUDIES HONORS

48035X0 1 CREDIT

History of various genocides and holocausts is explored in this course reviewing attempts at wiping out groups based upon religious, racial and national origins. Participants will learn the impact of severe prejudice and persecution to understand the nature of civilization itself and focus on prevention strategies for future genocide and dehumanization. The World War II Holocaust as well as recent 20th century genocides such as Armenia, Rwanda, Cambodia, Sudan, and Darfur will be explored. Students will complete substantial reading, writing and research. Taking this course after successful completion of World History is recommended.

### CONTEMPORARY LAW AND JUSTICE HONORS

48005X0J 1 CREDIT

This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

### PSYCHOLOGY HONORS

44035X0 1 CREDIT

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

## ADVANCED PLACEMENT COURSES

### AP COMPARATIVE GOVERNMENT & POLITICS

**4A007X0 1 CREDIT**

This course provides students with facts, concepts, and generalizations pertaining to world governments including those of Great Britain, France, Russia and China. Students study the sources of public authority and political power, society and politics, the citizen and the state, political frameworks and change, classifying governments and politics, problems in cross-cultural analyses, and other themes. Students will complete written analysis and interpretation of subject matter and demonstrate abilities to compare political institutions and processes. Students enrolled in this course are expected to take the College Board AP Exam.

### AP MACROECONOMICS

**4A037X0 1 CREDIT**

This course provides students with a thorough understanding of the principles of economics that apply to an economic system. Students enrolled in this course area expected to take the College Board AP Exam.

### AP EUROPEAN HISTORY

**4A017X0 1 CREDIT**

*Recommended Prerequisite (s): World History*

The focus of this course is from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board AP Exam.

### AP HUMAN GEOGRAPHY

**4A027X0 1 CREDIT**

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

### AP PSYCHOLOGY

**4A057X0 1 CREDIT**

Students study the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board AP Exam.

### AP US GOVERNMENT AND POLITICS

**4A067X0 1 CREDIT**

This course is a survey of the United States national political system. Students will examine the U.S. constitutional system, its historical development, and current trends of the system with the goal to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures, current problems, and practices are frequently used. Students enrolled in this course are expected to take the College Board AP Exam.

### AP UNITED STATES HISTORY

**4A077X0 1 CREDIT**

This course is designed to encourage students to become apprentice historians who can use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; people; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board AP Exam.

## Special Education Courses

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

### DIPLOMA COURSES

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

The Curriculum Assistance elective (CA) provides specially designed instruction for students who access the standard course of study. The primary focus of CA is to provide specially designed instruction on students' IEP goals, progress monitor IEP goals, and support students in their general education classes. Curriculum Assistance may provide a variety of self-advocacy, organizational or study skills dependent on the needs of the students enrolled in the class. Skills taught in CA may include how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy, Math and Writing skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

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

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

<b>INDEPENDENT STUDY SKILLS</b>	<b>96102X0W</b>	<b>1 CREDIT</b>
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*Recommended prerequisite(s): Teacher recommendation*

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

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

<b>HIGH SCHOOL READING</b>	<b>96102X0SP</b>	<b>1 CREDIT</b>
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The high school reading course is designed for students who exhibit specific deficits in phonic decoding and word recognition as evidenced by diagnostic assessment. Intensive, systematic, and explicit instruction will focus on the most basic to advanced phonics skills including spelling. Skills will be taught and practiced until automaticity is achieved at which point fluency will be taught and practiced. Multi-sensory strategies for both reading and spelling may be used to aid in the learning process. Additionally, the identification and meaning of prefixes, suffixes and roots will be addressed with more advanced learners. Pre and post tests, placement tests, reading and spelling tests will be used to determine mastery as well as inform instruction.

### MATH COURSE

Specially Designed Instruction to address documented Math needs as stated in the student's IEP will be addressed through accommodations/modifications and inclusive service delivery in the general education setting. Curriculum Assistance courses may support additional math needs to address student goals.

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

## OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study (OCS) is available for those students with disabilities who are specifically identified for the pathway. OCS follows the standard course of study and meets the requirements for a NC HS diploma. OCS includes course work and requires the completion of 600 vocational training hours. OCS is intended to meet the needs of a small population of students with disabilities and focuses on post-secondary vocational skills, employment and independent living. The Occupational Course of study will be an appropriate alternative that is beyond the scope of services within the future ready core general education. 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.

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

<b>EMPLOYMENT PREP II CITIZENSHIP 1A</b>	<b>9261BX0</b>	<b>1 CREDIT</b>	<b>EMPLOYMENT PREP II CITIZENSHIP 1B</b>	<b>9262BX0</b>
<b>1 CREDIT</b>				

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

Students will continue developing their career portfolios and begin to apply developing skills from the six categories of employable skills.

#### **EMPLOYMENT PREP III CITIZENSHIP 2A**

**9263BX0 1 CREDIT EMPLOYMENT PREP III CITIZENSHIP 2B**

**9264BX0**

##### **1 CREDIT**

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

#### **EMPLOYMENT PREP IV MATH**

**9265BX0 1 CREDIT**

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

#### **VOCATIONAL EXPERIENCE CAREER TRAINING**

**9610BX0A 1 CREDIT**

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

## **ENGLISH LANGUAGE ARTS**

#### **ENGLISH I**

**9210BX0 1 CREDIT**

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

#### **ENGLISH II**

**9211BX0 1 CREDIT**

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

#### **ENGLISH III**

**9212BX0 1 CREDIT**

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

#### **ENGLISH IV**

**9213BX0 1 CREDIT**

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

## **MATH**

#### **INTRODUCTION TO MATHEMATICS**

**9220BX0 1 CREDIT**

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

#### **NC MATH 1A (ELECTIVE CREDIT)**

**9610BX0E 1 CREDIT**

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

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

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

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

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

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

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

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

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

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

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

**AMERICAN HISTORY II****9248BX0 1 CREDIT**

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

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

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

**FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY****9251BX0 1 CREDIT**

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

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

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

**OCS COURSES TAKEN ON NCVPS**

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

## GRADUATION CERTIFICATE REQUIREMENTS (ECS)

Content Area	For 9 <sup>th</sup> Graders Entering in 2022-2023	For 9 <sup>th</sup> Graders Entering in 2021-2022	For 9 <sup>th</sup> Graders Entering in 2019-2020
<b>English</b>	<b>4 Credits</b> English/LA I-IV (9310AX0-9313AX0)	<b>4 Credits</b> English/LA I-IV (9310AX0-9313AX0)	<b>4 Credits</b>
<b>Mathematics</b>	<b>4 Credits</b> Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	<b>4 Credits</b> Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	<b>4 Credits</b>
<b>Science</b>	<b>3 Credits</b> Applied Science, Biology A and Biology B	<b>3 Credits</b> Applied Science, Biology A and Biology B	<b>3 Credits</b>
<b>Social Studies</b>	<b>4 Credits</b> Economics and Personal Finance(9344AX0), Founding Principles of the USA and NC: Civic Literacy(9346AX0), American History(9345AX0), World History(9347AX0)	<b>4 Credits</b> Economics and Personal Finance (9344AX0), American History I (9342AX0), American History II (9343AX0), Civics and Governance (9340AX0)	<b>3 Credits</b>
<b>Health &amp; Physical Education</b>	<b>1 Credit</b> Health & Physical Education	<b>1 Credit</b> Health & Physical Education	<b>1 Credit</b> Health & Physical Education
<b>Electives</b>	<b>6 Credits</b> NC Vocational Preparation, NC Health, Safety & Independent Living, 4 additional courses from Occupational Preparation and/or CTE	<b>6 Credits</b> NC Vocational Preparation, NC Health, Safety & Independent Living, 4 additional courses from Occupational Preparation and/or CTE	<b>6 Credits</b> Minimum of two (2) and Maximum six (6) elective credits must come from Extended Content Elective Courses: Vocational Preparation and Health, Safety & Independent Living.  B. Additional elective courses may come from Occupational Preparation I, II, III, IV or Career Technical Education elective.  (Elective credits were non-specific prior to 2019)
<b>Total</b>	<b>22 Credits</b>	<b>22 Credits</b>	<b>21 Credits</b>

## World Language Courses

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

**FRENCH IV HONORS****11045X0 1 CREDIT***Recommended prerequisite(s): French III*

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

**FRENCH V HONORS****11055X0 1 CREDIT***Recommended prerequisite(s): French IV*

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations

**AP FRENCH LANGUAGE & CULTURE****1A037X0 1 CREDIT***Recommended prerequisite(s): French IV or French V*

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations. This course follows the prescribed curriculum of the AP program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board AP Exam.

**SPANISH HERITAGE I Honors****11492X0 1 CREDIT***Recommended prerequisite(s): Ability to speak and comprehend conversational Spanish*

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

**SPANISH HERITAGE II HONORS****11505X0 1 CREDIT**

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle of high school or have placed out of Level I due to previous language study and/or established proficiency. This course is designed specifically for a native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

**SPANISH IV HONORS****11445X0 1 CREDIT***Recommended prerequisite(s): Spanish III*

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

**SPANISH V HONORS****11455X0 1 CREDIT***Recommended prerequisite: Spanish IV*

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations

**AP SPANISH LANGUAGE & CULTURE****1A087X0 1 CREDIT***Recommended prerequisite(s): Spanish IV or Spanish V*

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and

written presentations. This course follows the prescribed curriculum of the AP program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board AP Exam.

**AP SPANISH LITERATURE & CULTURE**  
*Recommended prerequisite(s): Spanish IV or Spanish V*  
The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The expansive reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on many voices and cultures included in this very rich literature. Students will be exposed to a wide variety of genres and types of disclosure and will enable students to trace the history of the Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners.

1A097X0

1 CREDIT