

HERITAGE HIGH SCHOOL

WHERE STUDENTS LEARN, PROFESSIONALS GROW AND COMMUNITIES PARTNER

COURSE REGISTRATION MINI-GUIDE 2016-2017

The purpose of this guide is to provide additional detailed information about the Heritage High School course registration process for the 2016-2017 school year. It is not intended to replace the Wake County Public Schools System *High School Program Planning Guide*, but to supplement it with specific information designed to help you make the best decisions regarding your course selections for next year. Included are the guidelines offered by each department regarding course prerequisites, sequences, and suggested preparatory work, as well as a timeline for completing the entire registration process.

Study this mini-guide carefully. Before you select courses, talk with your teachers and counselor about your course selections, and allow them to advise you on your program of study. You are advised to select courses that will meet graduation requirements, challenge you academically, prepare you for post high school possibilities and provide appropriate overall balance as you are exploring educational and vocational options. Keep in mind, we will enforce deadlines on requests for course changes after the May deadline, so take advantage of resources now which will help you prepare for a successful and rewarding 2014-2015 school year.

COURSE REGISTRATION TIMELINE

February 3	Curriculum/Registration Fair/AP Information Night—Heritage High School
March 24	All middle school registration information due to Heritage High School
April 8	Distribute course selection verification for student course changes
May 9	Deadline for schedule change requests
August 12	Tentative schedules available for viewing

(All dates are subject to change as necessary!)



HOME OF THE HUSKIES!!

GRADUATION REQUIREMENTS

Wake County Public School System's high schools utilize a 4 by 4 Block schedule, with the exception of Broughton, Enloe and Millbrook. This allows students to earn eight credits each year of high school. Graduation from Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake AEG, East Wake ES, East Wake HS, East Wake IT, Fuquay-Varina, Garner, Heritage High, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Wake Forest, and Wakefield High Schools requires completion of a minimum of 26 credits.

- Students at Broughton High School must complete twenty-five hours of community service per year.
- Students at the East Wake High Schools may have additional graduation requirements.
- Students at Enloe, Longview, Phillips, Wake Early College of Health and Sciences, Wake NC State University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone College & Career Academy entering 9th grade in 2009-2010 through 2011-2012 must complete 21 credits to graduate. Students entering ninth grade for the first time in 2012-2013 and beyond are following the Future-Ready Core graduation requirements and must complete 22 credits to graduate.
- Students who attend Southeast Raleigh Magnet High School must acquire four science credits. Students who entered 9th grade before 2009-2010 must complete 20 credits to graduate. Students who enter 9th grade in 2009-2010 and beyond must complete 26 credits to graduate.
- Students in the Occupational Course of Study at all high schools must complete 22 credits, 900 work hours, and present a career portfolio to graduate. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake NC University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone College & Career Academy.

Students must satisfy all course, credit, and testing requirements for at least one diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time.

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

Students who complete all graduation requirements receive a diploma at graduation. Beginning with the graduating class of 2014-2015, students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 "State Graduation Requirements" related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, and/or a North Carolina Academic Scholars Endorsement.

Career Endorsement Requirements	College Endorsement Requirements
<ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student’s post-secondary plans. • Student has completed a CTE concentration in one of the approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/) • Student has earned an unweighted GPA of at least 2.6. • Student has earned at least one industry-recognized credential. 	<p>Option 1: College Endorsement</p> <ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements or meets the North Carolina Community College System’s Multiple Measures Placement policy. • Student has earned an unweighted GPA of at least 2.6. <p>Option 2: College/UNC Endorsement</p> <ul style="list-style-type: none"> • Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements. • Student has completed three units of science including at least one physical science, one biological science and one laboratory science course, which must include either physics or chemistry. • Student has completed two units of a world language. • Student has earned an unweighted GPA of at least 2.5.

Global Languages Endorsement
<ul style="list-style-type: none"> • The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation. • The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction. <ul style="list-style-type: none"> ○ Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. ○ Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses. ○ Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001. • Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

Students engaging in Extended Content Standards can earn a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and complete all IEP requirements.

Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and complete all IEP requirements.

Future-Ready Core graduation requirements are on the following pages and can also be found on North Carolina’s Department of Public Instruction website at: <http://www.ncpublicschools.org/gradrequirements>

Graduation Requirements

Course of Study Chart

	OCS	For Ninth Graders Entering in 2009-10-11	For Ninth Graders Entering in 2012-13 and Later
CONTENT AREA	OCCUPATIONAL Course of Study Requirements (IEP students are excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE	FUTURE-READY CORE
English	4 Credits OCS English I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management	4 Credits (Alg. I*, Geom., Alg. II) OR (Math 1, 2, 3) 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Alg.I and Geom. or Alg. I and II, or Math I and II and two other application-based math courses.</i>	4 Credits Math I ***, Math II, Math III, 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Math I and Math II and two other application-based math courses.</i>
Science	2 Credits OCS Applied Science and OCS Biology	3 Credits A Phys Science, Bio., Earth/ Science	3 Credits A Phys Science, Bio., Earth/ Science
Social Studies	2 Credits OCS American History I and OCS American History II	3 Credits Civics and Economics, US History, World History	4 Credits World History (or AP World History), Am. Hist. I & Am. Hist. II (or AP US Hist. + one additional SS elective), & Civics/Economics
World Language	Not required	Not required for grad. Required to meet MAR (minimum applic. req.) for UNC system.	Not required for grad. Required to meet MAR (minimum applic. req.) for UNC system.
Health and Physical Education	1 Credit Health/Physical Educ.	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Specific Electives	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross- disciplinary)	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross- disciplinary)
Career Technical	4 Credits		
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline
Additional Electives		5	4
Total	22 Credits	26 Credits	26 Credits

*A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

**Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

***N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Common Core Math I (formerly Algebra I) and above.

HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS FAQ

Frequently Asked Questions

World Language Courses for High School Credit

- 1. Do exploratory world language classes (6th grade, 9 week) count towards earning the high school credit?**
No. Exploratory or Introductory world language classes do NOT count towards earning high school credit due to the limited amount of instructional time.
- 2. Which course(s) must students successfully complete in order to earn one unit of high school credit?**
Successful completion of all courses included in the Level I Curriculum series
- 3. When will the exit exam be given?**
The exit exam will be given after the completion of the Level I Curriculum courses.
- 4. To whom will the exam be given?**
The exam will be given to students who have completed the Level I Curriculum courses.
- 5. Are students required to take the exam?**
Yes. Students enrolled in Advanced Spanish; Advanced French, Spanish IB, or French IB are required to take the exit exam to assist with placement in the appropriate high school level Spanish (or French) course.
- 6. Is passing the Exit Exam a requirement for earning course credit?**
Yes. A student must pass the exit exam in order to earn the course credit.
- 7. Can a student repeat Level I of a world language for credit at the high school level?**
No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice.
- 8. If a student earns one credit at the middle school level, will he/she have to take world language courses at the high school level as well?**
Yes. Students who have earned one unit of credit in middle school and wish to meet minimum UNC-System admission requirements must take Level II at the high school level. Additionally, students are advised to continue their study of world languages in Levels III and IV since Honors level courses are recommended for college/university admissions.
- 9. Will the grades earned in world language courses appear on the high school transcript?**
Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.
- 10. Will the grade earned be included the student's high school grade point average (GPA)?**
No. Only courses taken during the high school years will be included the student's grade point average.

Mathematics Courses for High School Credit

1. Which course(s) may students successfully complete in order to earn one unit of high school credit?

Students may successfully complete Math I, Math II, Math III or another higher-level math course.

2. Is there a placement exam?

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics.

3. Are students required to take a standard exam for credit?

Students taking Math I must take the Math I End of Course Test, which counts as 25% of their final grade.

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

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

- Both numerical grades will appear on the high school transcript.
- Only grades earned in high school will be calculated into GPA and class rank.
- Students will receive elective credit for their second attempt with the course.
- Where the course includes an End-of-Course-Test, the student will have to take the exam again.

5. If a student earns credit at the middle school level, will he/she have to take additional courses at the high school level as well?

Yes. Students who have earned one (or more) units of credit in middle school must take three (or fewer) additional mathematics units at the high school level, for a total of four math credits.

6. Will the grades earned in mathematics courses appear on the high school transcript?

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

7. Will the grade earned be included the student's high school grade point average (GPA)?

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

NORTH CAROLINA ACADEMIC SCHOLARS RECOGNITION

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, including as a seal attached to their diplomas. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year **un-weighted** grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

Students Entering 9th Grade in 2012-2013 and beyond	
Credits	Courses
4	English: English I, II, III, IV
4	Mathematics: Math I, II, III, and a higher level math course with Math III as prerequisite.
3	Science: Physics or Chemistry, Biology, and Earth/Environmental Science
4	Social Studies: World History, Civics/Economics, American History I and II
1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
3	Three higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as: -AP / IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses OR Two higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as: -AP / IB -Dual or college equivalent course
2	-Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project
Total	25 or 24+ NCGP

High School Program Planning Guide 2016-2017

UNIVERSITY OF NORTH CAROLINA SYSTEM MINIMUM ADMISSION REQUIREMENTS

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

UNC SYSTEM ADMISSION (Effective Fall 2006)
Six (6) credits in language , including <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature, and• Two (2) credits of a language other than English
Four (4) credits in mathematics* in any of the following combinations: For students entering high school prior to 2012-13: <ul style="list-style-type: none">• Algebra I and II, Geometry, and one credit beyond Algebra II• Algebra I and II, and two credits beyond Algebra II, or• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III For students entering high school in 2012-13 and beyond: <ul style="list-style-type: none">• Math I, II, III and one credit beyond Math III <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p>
Three (3) credits in science , including <ul style="list-style-type: none">• At least one (1) credit in a life or biological science (for example biology),• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and• At least one (1) laboratory course
Two credits in social studies , including, <ul style="list-style-type: none">• One (1) credit in United States history** <p>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p>

COURSE REQUIREMENTS

COURSE LOADS

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

COURSE SELECTION

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

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

COURSE WITHDRAWAL PENALTY

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

CLASS RANK

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

To determine class rank, each high school uses final course grades, dividing the total number of quality points earned by the total number of units of credit attempted. The results are rounded to the fourth decimal place. Advanced Placement (AP) courses carry two extra quality points, and honors (HN) courses carry one extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors. A Senior Honors Rank is calculated through the third nine weeks of the senior year for any senior honors or awards. At Enloe, Broughton, and Millbrook the Senior Honors Rank is calculated through the seventh semester.

EARLY GRADUATION

(Six semesters or less)

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

- A. Show satisfactory mastery of high school academic skills and concepts;
- B. Show a need for early graduation; and
- C. Meet the graduation course and testing requirements that were effective the year he/she entered ninth grade for the first time.

Procedures for Early Graduation:

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

Students who plan to complete college admission requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities.

MID-YEAR GRADUATION

(After seven semesters)

Seniors, who wish to graduate at the mid-year of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester.

TRANSCRIPTS

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

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

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

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

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee

Consult your school counselor or registrar for more information on sending transcripts.

Grading System

QUALITY POINTS for students entering 9th grade prior to 2015-16:

LETTER GRADE	STANDARD COURSES	HONORS COURSES	AP COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

QUALITY POINTS for students entering 9th grade in 2015-16 and beyond:

NUMERICAL GRADE	STANDARD COURSES	HONORS COURSES	AP COURSES
90-100	4	4.5	5
80-89	3	3.5	4
70-79	2	2.5	3
60-69	1	1.5	2
0-59	0	0	0
FF (Due to attendance)	0	0	0

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses and upper division courses will earn two extra quality points. N.C. State Board of Education Policy GCS – L – 004.

* <http://www.northcarolina.edu/aa/articulation/index.htm>

GRADING SCALE for students all students beginning with the 2015-16 school year:

A = 90 – 100 B = 80 – 89 C = 70 - 79 D = 60 – 69 F = 0-59
I = incomplete WP = withdrawal, no penalty WF = withdrawal with an F FF = failed for violation of attendance policy

GRADING PERIODS / INTERIMS / REPORT CARDS

Report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of the first and third nine weeks. Students who are failing or whose grade has fallen a letter grade receive an interim report at the mid-point of the second and fourth grading periods.

ACADEMIC HONORS

Grade point averages are calculated and rounded off to four decimal places. Class rank is calculated based on that four-decimal place grade point average. Graduating seniors who have excelled academically are recognized for their achievement.

Final Exams

North Carolina requires one of three types of final exams to be administered to selected high schools courses: and End-of-Course test (EOC), an ELEMENTS (vocational state exam), or a teacher made exam. These assessments are used to sample a student’s knowledge of subject-related concepts and to provide a global estimate of a student’s mastery of the material in a particular course. In addition, End-of-Course tests are part of the NC Ready Accountability model used to access schools and districts. Both EOCs and ELEMENTS exams are also used to assess teacher and school effectiveness.

NORTH CAROLINA ASSESSMENT REQUIREMENTS

END-OF-COURSE TESTS

End-of-Course (EOC) tests will be administered for the following courses:

Math I Biology English II

In all courses with an End-of-Course test, the EOC test shall count as 25% of the student’s final grade.

***Note:** This list is subject to change. For more information, visit the North Carolina Department of Public Instruction Accountability department’s website for NC Final Exams: <http://www.ncpublicschools.org/accountability/common-exams/>

In courses without a state assessment, the final exam shall count as 20% of the student’s final grade.

ADVANCED PLACEMENT PROGRAM

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

DUAL ENROLLMENT OPPORTUNITIES

Dual Enrollment gives WCPSS middle and high school students the opportunity to take approved courses for high school credit at regionally accredited institutions including Institutions of Higher Education (IHE), community colleges, NCVPS, and Non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced and/or expanded nature. High school graduation credit and grades as applicable will be awarded by the base school when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the Wake County Public School System High School Program Planning Guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the cumulative grade point average and class rank.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available to the student at the student's school.
3. The student must be enrolled for at least 1/2 of the school day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment/Cooperative Agreement Enrollment Form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration or other requirements as requested by the IHE, community college or Non-WCPSS secondary school. The student must provide his or her own transportation, be responsible for any fees, and follow all rules, regulations and calendars as set by the cooperating institution. School personnel will assist with student enrollment on NCVPS.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion directly to the base school. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an I to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one credit at the base school.
7. The student must take IHE, community college, NCVPS or Non-WCPSS secondary school courses for **graded** credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.
 - Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement.
 - Introductory courses from Independent colleges and the UNC system schools will earn one extra quality point.
 - Advanced course from Independent colleges and the UNC system schools will earn two extra quality points.
 - Weighted credit will be awarded for a course designated by the sending Non-WCPSS secondary school as honors or AP only if a comparable course is designated honors or AP in the current non-magnet WCPSS High School Program Planning Guide.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

I. Definition of Virtual Programs

"Virtual learning" means registered students can take classes using their own computers over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teacher electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

II. State-Sanctioned Virtual Programs

The North Carolina Department of Public Instruction, in partnership with North Carolina's Distance Learning System, North Carolina Virtual Public School, Local Education Agencies (LEA), and the North Carolina University System, gives public school students the opportunity to take a wide array of online courses outside the normal school day or during the school day.

The state-sanctioned virtual (online) programs are available to students as individual school resources allow. Participation in these programs requires the completion of the Dual Enrollment Form and principal approval.

The following NCVPS information can be found at www.ncvps.org.

North Carolina Virtual Public School (NCVPS)

The North Carolina Virtual Public School, which began in June 2007, is a division of the North Carolina Department of Public Instruction that offers online courses to public school students of North Carolina, during the school day, at home, or anywhere they have computer access.

III. Student Enrollment

Students must complete the following steps in order to enroll in online courses.

Steps to Register for Online Courses:

1. Student meets with school-based eLearning Advisor (ELA) to discuss online options and determine eligibility.
2. Student and parent/guardian submit completed Dual Enrollment Form to his/her school counselor for Principal approval.
*Students may be asked to sign a Statement of Academic Integrity in which they promise to uphold the WCPSS Code of Conduct and promote academic integrity while taking online courses.
3. The ELA determines if the student has any modifications and shares that information with the course instructor.

Note: Please visit www.ncvps.org for a complete list of computer requirements

IV. Criteria for Course Selection

- The course must provide opportunities not currently available to the student at their school.
- Selection of online courses must follow recommended and required prerequisites as listed in the Middle and High School Program Planning Guides.
- Students enrolled in a full, daily schedule at their school may take one online course. Students enrolled in a half-day schedule may take two online courses.
- Any course that requires an End-of-Course test is approved at principal's discretion.

V. Considerations for Summer Study:

- Rising 9th grade students wishing to take online courses must secure high school permission through the completion of the Dual Enrollment Form signed by the high school principal.
- Any course that requires an End-of-Course test is approved at principal's discretion.
- Middle school students have limited summer opportunities based on available personnel.
- Any student enrolled in an EOC or ELEMENTS (vocational) course is required to take the final exam at his/her base school.

VI. Student Eligibility

Students wishing to enroll in an online course must be able to:

- read on grade level as demonstrated by a passing score on the previous Reading EOG or English I EOC
- access the internet daily, browse the internet, use a clickable menu, send email, and upload and download attachments as demonstrated on the computer survey
- communicate effectively, as most courses require simultaneous discussions with the teacher and other students using web tools such as Blackboard, Moodle, etc.
- work at rigorous daily pace set by the instructor
- meet deadlines and manage course assignments
- discipline themselves to commit to 5 to 10 hours per week per course to complete work

VII. Instructional Resources

Textbooks

While NCVPS is making strides to provide online textbooks for all courses, there are some courses that require traditional textbooks. When possible, the school will provide district-adopted textbooks for students. The list of courses that require textbooks not available online can be found on the NCVPS website as well as suggestions for where to buy them. Schools may limit students to courses that utilize district-adopted textbooks.

Note: Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.

Science Labs

Some science courses require lab participation and caution should be exercised when approving students to take these courses. Some online labs are available through 'lab bench', however others are not. Descriptions of AP science courses should be examined carefully before enrollment to determine if labs are available online or if the course requires participation in labs on campus.

Course Specific Materials

Other than the textbook, any additional resources (such as digital cameras, handheld devices, MIDIs, etc.) required by the instructor of the online course are the sole responsibility of the student.

STUDY ABROAD

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

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

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

DRIVER EDUCATION

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

CO-CURRICULAR ACTIVITIES AND ATHLETICS

For complete information concerning co-curricular activities, please refer to WCPSS Board Policy 6860 which can be found here: <http://www.wcpss.net/policy-files/series/policies/6860-bp.html>

NCAA ELIGIBILITY REQUIREMENTS

ELIGIBILITY REQUIREMENTS

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

- It is best to register at the beginning of your sophomore year.
- Register online at www.eligibilitycenter.org. For Division III – Contact your Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to www.eligibilitycenter.org. Please note the differences for Division I students enrolling before August 1, 2016 and Division I students enrolling on or after August 1, 2016.

For most current NCAA Approved Core Course list, go to www.eligibilitycenter.org

If you have questions about NCAA eligibility, please contact the NCAA initial-eligibility Center toll free at 877-262-1492, or website at www.eligibilitycenter.org. This website contains a "Guide for the College-Bound Student-Athlete," that can be ordered.

English Scope and Sequence

Freshman	Sophomores	Juniors	Seniors
<p>Introduction to HS Writing/English I-yearlong (Students will be hand selected based on Reading EOG and county testing)</p> <p>Honors English I</p>	<p>Structured Writing and English II (Students will be hand selected based on Reading EOG and county testing)</p> <p>Honors English II</p> <p>Pre-AP English II with AP Seminar (Yearlong)</p>	<p>Honors English III</p> <p>AP Language & Composition</p>	<p>Honors English IV</p> <p>AP Literature & Composition</p>

Social Studies Scope and Sequence

Freshmen	Sophomores	Juniors	Seniors
<p>World History-H (academic option)</p>	<p>World History-H (academic option) or Elective</p>	<p>American History-H 1 & 2 (academic option) AP U. S. History & Civics and Economics (yearlong)</p>	<p>Civics & Economics-H (academic option)</p>
<p><u>Electives</u> World Religions</p>	<p><u>Electives:</u> Religions in World Cultures-H (academic option) Psychology- Honors Lessons of the Vietnam War/Recent International Relations-H (academic option) Law and Justice- H (academic option) AP Human Geography AP Psychology AP World History</p>	<p><u>Electives:</u> Religions in World Cultures-H (academic option) Law and Justice- H (academic option) Lessons of the Vietnam War/Recent International Relations-H (academic option) Psychology- Honors AP Human Geography AP Psychology AP World History</p>	<p><u>Electives:</u> Religions in World Cultures-H (acad. option) Law and Justice- Academic & Honors Lessons of the Vietnam War/Recent International Relations-H (academic option) Psychology- Honors AP Human Geography AP US. Government AP Psychology AP World History AP Economics</p>

MATHEMATICS AT HERITAGE HIGH SCHOOL

- HOW TO USE THIS CHART: Locate the first math course that your child will be taking at Heritage. From there, the boxes will show which subsequent courses will be options..
- The sequences shown are the most common ones taken by students. Proper placement should only be made after consultation with a student’s current math teacher.
- To make a successful move to the next level, students should earn a grade of “C” or better.
- All math courses beyond Introductory Math require the use of a graphing calculator.
- All classes are for one semester only, except as noted below. It is expected that most students take at least one math class per calendar year (except in the case of Common Core I, Parts 1 and 2, Foundations of Common Core II, or AP Calculus).

Typical Sequences Under Future Ready Core					
Year 1		Year 2		Year 3	Year 4
Foundations of Math I (Elective)	Math I	Foundations of Math II (Elective)	Math II	Math III	<ul style="list-style-type: none"> • Advanced Functions & Modeling • Essentials for College Math
Math Plus Honors (Elective)	Math II Honors	Math III -Honors		Pre-calculus	<ul style="list-style-type: none"> • AP Calculus AB/BC (yearlong) • Intro. to College Math/AP Calc AB (yearlong) • AP Statistics • Introduction to College Math
Math II Honors		Math III Honors		Pre-calculus	<ul style="list-style-type: none"> • AP Calculus AB/BC (yearlong) • Intro. to College Math/AP Calc AB (yearlong) • AP Statistics • Introduction to College Math
Math III Honors		Pre-calculus		Introduction to College Math & AP Calculus AB (yearlong)	AP Calculus AB & BC (yearlong)
					AP Statistics*

*AP Stats may be taken in the same year as Pre-Calculus

NOTES:

- Foundations of Math I and Math I is a linked, two-semester course. Students must register for both courses. Completing both of these credit courses will fulfill the Math I graduation requirement.
- In order to satisfy the UNC requirement, students must earn four math credits in high school, including at least one of the following courses: Advanced Functions and Modeling, Pre-Calculus, Essentials for College Math, AP Statistics, or AP Calculus.
- Students may not receive credit for both Math I (8th grade) and Math I (HS)

Science at HHS

To graduate from High School in North Carolina, each student must earn a minimum of three science credits. Students must take at least one class from each category:

- **Biological Science (Biology)**
- **Physical Science (Physical Science, Chemistry, or Physics)**
- **Earth Science (Earth Science or AP Environmental Science)**

We recommend that all students take a diversity of science courses and encourage them to take more science classes than the minimal graduation requirement. Students who are college bound should also consider potentially earning college credit by enrolling in AP level courses. Some colleges require that students take four core science classes: biology, chemistry, earth/environmental science and physics, as well as additional science electives. This is especially true if your intended major is science related.

Rising 9th grade students should choose from the following based upon their math enrollment...

<u>If you were recommended for the following math class:</u>	<u>...then you should register for:</u>
<ul style="list-style-type: none"> ▪ Foundations of Math I ▪ Math I 	<ul style="list-style-type: none"> ▪ Academic Earth Science
<ul style="list-style-type: none"> ▪ Math Plus Honors 	<ul style="list-style-type: none"> ▪ Academic Earth Science or Honors Earth Science ¹
<ul style="list-style-type: none"> ▪ Math II Honors ▪ Math III Honors 	<ul style="list-style-type: none"> ▪ Honors Biology ¹

¹Two major distinctions between academic & honors science classes at HHS:

- Honors students must complete an independent research project or experiment.
- Honors classes are expected to explore the content in greater depth than academic level classes.

Possible Pathways in Science

The options seen below are the most common pathways for students at HHS. Other pathways may be considered based upon the individual needs of the student. Students who intend to major in science may want to take more than one science class per year.

	Option 1	Option 2	Option 3	Option 4
9th Grade	Earth Science	Honors Earth Science	Honors Earth Science	Honors Biology
10th Grade	Biology	Biology	Honors Biology	Honors Chemistry Or Honors Chemistry with AP Seminar (Yearlong)
11th Grade	Physical Science	Physical Science	Chemistry (Academic or Honors)	Earth Science-Honors or AP Environmental
12th Grade	Science Elective (optional)	Chemistry	Physics or AP Level classes	Physics or AP Level classes

* Course availability will depend on sufficient student enrollment.

Rising 10-12th grade students should choose their science courses based upon...

1. the required courses they have yet to earn credit for
2. their level of performance and success in previous **science and math** courses
3. the recommendation of their current science teacher
4. the prerequisites and requirements of the chosen course

WORLD LANGUAGES

Heritage High School offers French, Spanish, Chinese, and American Sign Language. Generally, colleges and universities require a minimum of two credits of the same second language for admission; however, many competitive schools favor three consecutive years of the same language. Very competitive students should consider four or more credits of the same language, including AP courses. Please refer to the WCPSS High School Planning Guide for course descriptions. World Language teachers will work with their current students to determine the most appropriate level placement.

The following should be considered when registering for second language courses:

Level I	Students should have earned a minimum of an 80 in their English course and are expected to function at grade level in grammar and communication skills.
Level II	Departmental guides suggest a min. grade of an 80 in Level I AND be recommended by their Level I teacher. Rising 9th graders who have completed two or more full years of Spanish must post a satisfactory score on the middle school placement test. Students who do not take a middle school placement test may be required to take a placement test developed by Heritage High School during the first week of the course.
Level III, IV, and AP	It is suggested that students have earned a minimum of a 90 in prior levels, have a strong commitment to second language learning, AND be recommended by their teacher.
*NOTE: It is highly recommended that students who do not meet the minimum requirements for placement in the next level repeat the current level.	

The chart that follows will assist students in making appropriate language course selections, based on their interests, goals and pathways. **Ninth graders should strongly consider their course load, pathway, and English grades when registering for a language course.**

World Languages Suggested Course of Sequence				
Options for Rising 9th Graders				
If you....	9th Grade	10th Grade	11th Grade	12th Grade
...have previous earned a level I credit	Level I	Level III and/or IV	Level IV & /or V or AP	Adv. Placement Language or Literature
...have excellent study habits & attendance, ...are highly motivated	Level I and II	Level III	Level IV	Adv. Placement Language or Literature
Recommended for students on the College-Prep pathway or to meet UNC two-year requirement	Level I and II	Level III (Optional)	Level IV (Optional)	Adv. Placement Language or Literature (Optional)

What plans of study do you have?	9th Grade	10th Grade	11th Grade	12th Grade
For students seeking to meet UNC two-year requirement	Level I and II	Level III (Optional)	Level IV (Optional)	AP Language or Literature (Optional)
For students who want to take AP Language or Literature	Level I and II	Level III and/or IV	Level IV and/or V	AP Language or Literature
Options for those who wish to study more than one language	Level I and II First new language course	Level III and IV First new language course	AP Language or Literature in first language OR Second new Language Level I and II	Second new Language III and/or IV

Heritage High School Fine Arts Courses

General Music Classes – Heritage High School

Guitar (952025G)

This course focuses on classroom instruction in popular styles of guitar playing: technique, music reading, chord symbols, song accompaniment patterns, improvisation, chord embellishment and substitution, arranging, stage etiquette and ensemble performance.

Heritage High School Band Courses

Students should sign up for two band courses, but it is not a requirement. All new students to the HHS Bands will need to play a brief audition for the Director of Bands, Clint McCaskill, to determine placement in an ensemble. He may be contacted at 570-5633 or cmccaskill@wcpss.net. All ensembles have after school performance and rehearsal requirements, as well as prescribed, required performance attire. Please see the band website to learn more about the HHS Bands program.

Students have the following options to choose from when signing up for their ensembles.

Fall Term	Spring Term
<i>Marching Band</i> – Placement is based on a student and their family’s decision to march or not to march. This is the largest and most visible performing group at HHS. It travels across NC and performs nationally as well. We will hold an information session in July in which we will provide all monetary and time commitments for this ensemble. The meeting will be advertised on the band website. If you need to miss this meeting, please contact the director (cmccaskill@wcpss.net) to get the missed information.	<i>Concert Band</i> – This ensemble performs 2-3 times in the Spring Term. We place an emphasis on playing literature that is appropriate to the experience level of the students and will help them grow as musicians.

Honors Credit

In order to receive honors credit, students must demonstrate an advanced skill level and a serious commitment to the performing arts. They must perform scales and a solo for the director before the end of the semester.

Chorus Classes

Vocal Music I (Women’s and Men’s)

This class will be offered in the fall and spring semester and will be open to all students. Vocal skills are continuously developed through study of classical and contemporary works. Emphasis is placed on posture, breath-control and proficiency in music reading and performance.

Theatre Arts Courses

Theatre I: No prerequisite: Open to all students in grades 9-12.

Technical Theatre I: Prerequisite Theatre I **and** recommendation from the teacher. Participation in crew assignments for after-school rehearsals and performances is required. All Technical Theatre students are **required** to dress appropriately for class daily, which includes wearing protective shoes and clothing suitable for painting.

Visual Arts Courses

Visual Arts 1: No Pre-req.

Visual Arts 2: Pre-req. Art 1 (**Recommendation only**)

Sculpture and Ceramics: Prerequisite: Visual Art I

Dance Courses

Modern Dance-Beginning

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

PHYSICAL EDUCATION

The successful completion of Healthful Living I is required for graduation. Students may enroll in a Physical Education elective course after they have passed Healthful Living I.

AP CAPSTONE PROGRAM

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

Combining Scholarly Practice with Academic Intensity

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, complement the rigor of AP courses and exams by equipping students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

- Analyze topics through multiple lenses to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

Building Skills Identified by Leading Educational Organizations

AP Capstone has collaborated with colleges and universities to define its content and standards. It utilizes frameworks and learning objectives uniquely aligned with core AP skills and practices and other skills-based learning objectives as identified by:

- Advanced Placement® Program, Skills and Practices
- The Association of American Colleges and Universities (AAC&U), *The Essential Learning Outcomes, College Learning for the New Global Century*
- The Partnership for 21st Century Skills (P21), *A Framework for 21st Century Learning*
- Common Core State Standards Initiative, *Literacy in History/Social Studies, Science, and Technical Subjects 6–12*
- Council of Writing Program Administrators, *Framework for Success in Postsecondary Writing*
- The Association of College & Research Libraries, *Information Literacy Standards for Higher Education*

AP SEMINAR –Taken in the 10th grade and paired with a complimentary course on an A/B, yearlong schedule.

This foundational course, typically taken in grade 10 or 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.

Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the edibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.

Assessment

Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.

AP RESEARCH-Taken in the 12th grade

The second course in the AP Capstone experience allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues.

Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument.

Assessment

- Students are assessed through culminating performance tasks:
- Academic thesis paper (approximately 5,000 words) with a defined structure
- Presentation, performance, or exhibition and oral defense of research and presentation
- The AP Research score is based on these components and is reported on the standard 1– 5 AP scoring scale

Students May Earn One of the Following Designations On Their Transcript If They Satisfy these Requirements:

AP CAPSTONE DIPLOMA

- Students who score a 3 or better on both of the Capstone course exams and a 3 or better on four (4) additional AP course exams

AP SEMINAR AND RESEARCH CERTIFICATE

- Students who score a 3 or better on both of the Capstone course exams, but not on the four (4) additional AP course exams

SCHEDULE CHANGE INFORMATION

The State Board of Education **prohibits** dropping EOC classes after the first ten days of a semester. Before the deadlines listed below, classes may be dropped for the following reasons:

1. Attended and passed a summer school course.
2. Is scheduled for a class in which you have already earned credit, or failed a course that is a prereq. for another course.
3. Has failed a teacher one or more times and a schedule change has been initiated by a parent, teacher, or administrator.
4. Has not been scheduled for four classes.
5. Is not in the appropriate level of course – **this change MUST be initiated by a teacher ONLY.**
6. A specific course is needed for graduation or college admission.

After the first 10 days of school, a WP (withdrawal passing) or a WF (withdrawal failing) is entered for any classes that are dropped. The WP or WF is recorded on the student's permanent NC transcript.

Please note: It may be impossible to change your schedule because of legislated class size maximums, the number of sections offered, and the time in which the courses are offered.

1st Semester Drop Deadline: Friday, September 9, 2016 **2nd Semester Drop Deadline:** Tuesday, January 13, 2017

Questions regarding portions of this guide should be directed to the appropriate person below by contacting the school at 570-5600 or by email using the email addresses provided below.

Curriculum Leaders:

ENGLISH:	Premi Singh	psingh@wcpss.net	SCIENCE:	Todd Gunsher	tgunsher@wcpss.net
CTE:	Bonnie Weyant	bweyant@wcpss.net	LANGUAGES:	Leroy Salazar	lsalazar@wcpss.net
FINE ARTS:	Lindsey Hathaway	lhathaway@wcpss.net	HEALTH & PE:	Priscilla Overton	poverton@wcpss.net
MEDIA:	John Smith	jsmith6@wcpss.net	ESL	Laurie Tucker	ltucker@wcpss.net
SOCIAL STUDIES:	John Fisher	jfisher@wcpss.net	MATH:	Alison Stachowicz	astachowicz@wcpss.net
SPECIAL PROGRAMS:					
	Megan Lane	mlane@wcpss.net			
	Kandice Rupert	krupert@wcpss.net			

Student Services Department (Schedule Changes/Waiver Process):

COUNSELORS	Deirdra Williams (Dean of Students)	dcwilliams@wcpss.net
	Lauren Weaver (10 – 12, A – Ge)	lweaver2@wcpss.net
	Melanie LaChance (10 – 12, Gf – N)	mlachance@wcpss.net
	Theresa Tate (10 – 12, O – Z)	ttate@wcpss.net
	Erin Macleod (9 th A – Z)	emacleod2@wcpss.net
SAP/504 COUNSELOR	Yvonne Corcho	ycorcho@wcpss.net
CAREER DEVELOPMENT COORDINATOR	Barbara Wiggins	bswiggins@wcpss.net

Administration:

PRINCIPAL	Mark Savage	msavage@wcpss.net
ASSISTANT PRINCIPALS:	Jody Hinds	jhinds@wcpss.net
	Phelan Perry	pperry@wcpss.net
	Jerry Daniels	jdaniels@wcpss.net
	Kevin Ferrell	kferrell@wcpss.net

COURSE DESCRIPTIONS

ARTS EDUCATION COURSES

Previous performance in Arts Education courses and teacher recommendation should be considered in course selection. Arts courses may be repeated for credit. Students may receive honors credit in no more than 2 courses in each arts discipline (visual art, theatre arts, choral music, instrumental music/band, and instrumental music/strings).

VISUAL ARTS I

54152A

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, ceramics, art history, and three-dimensional design.

VISUAL ARTS II

54162A

1 credit

Prerequisite(s): Visual Arts I

This course offers an in-depth study of design through repeated use of art elements, i.e., color, line, texture, value, and shape, while expanding technical abilities. Design is taught through experiences in the following areas: drawing and painting, art history and critique, various types of printmaking, and exploration in other media.

SCULPTURE/CERAMICS I

54292A

1 credit

Prerequisite(s): Visual Art I

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.

THEATRE ARTS

THEATRE I

53152A

1 credit

This course is an comprehensive study of all aspects in the theatrical process. It brings awareness to acting and technical areas. Class activities include video and film study, basic acting skills, history and explore career opportunities in all areas of the theatre.

CHORUS

VOCAL MUSIC I-Women's and Men's

52302A

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.

BAND

All new students to the HHS Bands will need to play a brief audition for the Director of Bands, Clint McCaskill, to determine placement in an ensemble. He may be contacted at 570-5600 or cmccaskill@wcpss.net. All ensembles have after school performance and rehearsal requirements. Participation in summer band camp is mandatory. Students who do not attend summer band camp will be removed from the marching band.

INSTRUMENTAL MUSIC: BAND I

52552A

1 credit

Recommended prerequisite(s): Middle School band or audition

This course continues the development of 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.

CAREER - TECHNICAL EDUCATION

A career-technical student organization (CTSO) is an integral part of each program area's curriculum. Any student enrolled in a career-technical course is eligible for membership in the career-technical student organization associated with that program. The CTSOs may include:

- DECA for Marketing Education
- Future Business Leaders of America (FBLA) for Business and Information Technology Education
- FFA for Agricultural Education
- Family, Career and Community Leaders of America (FCCLA) for Family and Consumer Sciences Education
- Health Occupations Students of America (HOSA) for Health Occupations Education
- Technology Student Association (TSA) for Technology Education
- Skills USA-VICA for Trade and Industrial Education

CTE courses can include work-based learning opportunities to include internships, cooperative education, and apprenticeships. See the "Alternative Programs of Study."

AGRICULTURAL EDUCATION

AGRISCIENCE APPLICATIONS

1 credit

Instruction integrates basic biological & physical sciences plus technological concepts with principles of production agriculture. The specific focus is on

environmental & engineering technology; plant, animal, and food sciences; and agribusiness. The course provides an overview of agriculture, agriscience concepts, and career guidance and planning

HORTICULTURE I

Prerequisite: Agriscience Applications

1 credit

Instruction in the broad field of horticulture with emphasis on the scientific and technical knowledge is necessary for a career in this industry. Topics include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced.

ANIMAL SCIENCE I

Prerequisite: Agriscience

1 CREDIT

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

PRINCIPLES OF BUSINESS

1 CREDIT

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Appropriate work-based learning strategies are job shadowing, field trips, and service learning. Participation in DECA and FBLA leadership activities, conferences, competitions, and meetings in addition to projects, simulations and teamwork provides the opportunity for application of instructional competencies.

MICROSOFT ITA: Word & PowerPoint

1 CREDIT

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is a supplemental section where students will learn to create, edit, organize, and share a virtual notebook. In the second part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize and share documents as well as create complex documents features to create, enhance, customize and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Microsoft Publisher to create, customize, and publish a publication.

MULTIMEDIA AND WEBPAGE DESIGN

Prerequisite: Microsoft Word, PowerPoint, Publisher

1 CREDIT

This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings conferences and competitions provide opportunities for application of instruction competencies.

MICROSOFT EXCEL & ACCESS

1 CREDIT

Prerequisite: None

Students enrolled in Microsoft IT Academy courses benefit from the use of world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom and have the opportunity to apply their skills and knowledge to earn industry-recognized credentials. In this course, students will learn to use the latest versions of Microsoft Excel to analyze, manipulate, and present various types of data and Microsoft Access to create, modify, and locate information, as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. 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. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Excel and Microsoft Access.

PERSONAL FINANCE

1 CREDIT

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

COMPUTER PROGRAMMING I

1 CREDIT

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision-making and processing, graphics, and useful output. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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

MARKETING

1 CREDIT

Prerequisite: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business operations. Mathematics and social studies are reinforced throughout the course. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

TRADE AND INDUSTRIAL EDUCATION

DRAFTING I

1 credit

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings.

CORE AND SUSTAINABLE CONSTRUCTION

1 CREDIT

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

FAMILY AND CONSUMER SCIENCES EDUCATION

APPAREL AND TEXTILE DEVELOPMENT I

1 credit

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on applying construction and design skills to apparel and home fashions.

INTERIOR DESIGN I

1 CREDIT

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FOODS I

1 CREDIT

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY EDUCATION

SCIENTIFIC AND TECHNICAL VISUALIZATION I

1 credit

This state-of-the-art course introduces students to the use of complex graphic tools concurrently with the students' study in an academic area. Emphasis is placed on the use of complex graphic tools to better understand a given mathematics and/or scientific concept. Visualization activities may include graphics of mathematical models, molecular structures, topographical maps, stratospheric and climate models, and statistical analysis. Computer, communication, math, and science skills are reinforced. **This course is a prerequisite for the Game Design I course.**

COMPUTER PROGRAMMING I

1 CREDIT

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

HEALTH SCIENCES COURSES

HEALTH TEAM RELATIONS

1 credit

This is a developmental course for assisting potential health care workers in their roles and functions as health team members. It includes assessments and scenarios that evaluate abilities to perform, communicate, and apply behaviors necessary for effective and efficient delivery of professional quality health care/maintenance

BIOMEDICAL TECHNOLOGY

1 CREDIT

Prerequisite: None

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENGLISH LANGUAGE ARTS COURSES

ENGLISH I & INTRODUCTION TO HS WRITING-(YEARLONG COURSE)

2 credits

ENGLISH I: This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on comprehension and expressive writing. 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.

INTRODUCTION TO HS WRITING: In this course, students produce expressive, informational, argumentative, critical, and literary writing as background for all high school English classes. The writing process, with emphasis on revising/editing, is modeled. In addition, students build grammar skills to apply in their writing.

ENGLISH I (HONORS)

1 credit

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

ENGLISH AS A SECOND LANGUAGE COURSES

These programs are available to qualifying limited English proficient students. The two components of the ESL program at the high school level are: (1) English language classes, designed to get the student proficient in the English language as quickly as possible, and (2) ESL tutoring, designed to provide assistance with the student's academic courses. Courses are yearlong.

ESL I: ENGLISH AS A SECOND LANGUAGE (Fall and Spring)

2 credits

This course provides the basic vocabulary and concepts needed during the early adjustment to the American educational process. Conversational skills and basic grammar are emphasized, with increasing attention to reading and writing. Social survival situations are simulated and practiced. Reading and composition skills needed for content area studies are taught.

ESL II: ENGLISH AS A SECOND LANGUAGE (Fall and Spring)

2 credits

This course extends all skills introduced in Level I. It provides improvement and extension of essential auditory discrimination skills, while refining the skills of recognition and production of certain vowel and consonant sounds. A basic competency component prepares the student with vocabulary and content knowledge needed to pass the North Carolina Minimum Competency Test required for all high school graduates.

ESL III: ENGLISH AS A SECOND LANGUAGE (Fall and Spring)

2 credits

This course reviews the grammatical structures and vocabulary taught in Levels 1 and 2. It will focus on more advanced elements such as word forms, present/past perfect tenses, conditionals, passive/active voice, idioms, and article usage. Increased attention is given to improvement of reading and writing skills, as well as refinement of pronunciation and enhanced oral proficiency.

ESL RESOURCE TUTORING (Teacher recommendation only)

1 credit

This course supports students in their efforts to successfully complete homework assignments and class projects, as well as to study for tests. It is intended to supplement what is done at home and to provide extra help and direction in areas the student finds more difficult. The class time is also used to complete quizzes and tests from other subjects. Resource tutoring may be part of any of the above listed classes.

HEALTHFUL LIVING

The completion of Healthful Living I is a NC grad. Requirement.. After completing Healthful Living I, students are encouraged to pursue other PE electives.

HEALTHFUL LIVING I

1 credit

Physical education components include personal fitness, nutrition and weight management, lifetime sports activities, and team sports. Health components include the study of assessing one's own health, stress reduction, decision-making, substance abuse, conflict resolution, and abstinence until marriage, STDs/AIDS, and developing healthy relationships. The nature of health education often includes the discussion of sensitive topics. In these situations teachers are trained for

appropriate and accurate content as well as proper teaching methods. Parents may request that their child be excluded from certain health topics due to religious/personal beliefs by contacting the school principal. These students are given an alternative health assignment.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

WEIGHT TRAINING AND CONDITIONING I

1 CREDIT

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.

TEAM SPORTS I

1 CREDIT

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 in skill development, officiating, game strategies, and leadership.

MATHEMATICS COURSES

Previous performance in Mathematics courses and teacher recommendation should be considered in course selection. **Use of graphing calculators is an integral part of Algebra and higher level math courses.**

FOUNDATIONS OF MATH I (MATH IA) (ELECTIVE CREDIT)

1 CREDIT

NOTE: This course should be paired with Math I

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Math IB, 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.

MATH I

1 CREDIT

Prerequisite: Foundations of Math I

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

MATH PLUS HONORS (Elective Credit)

1 CREDIT

Prerequisite: Marginal proficiency in Algebra I in 8th grade

Math Plus deepens the understanding of mathematical concepts covered in Math I to ensure that students are successful in future math courses that involve the Common Core State Standards for Mathematics. Students will be exposed to the content of Math I to reinforce crucial skills needed for Honors level courses. Students will also preview content for Honors Math II.

MATH II-HONORS

1 CREDIT

Prerequisite(s): Common Core I in 8th grade

The Honors Geometry curriculum includes plane- and three-dimensional figures; logical proof; congruent and similar triangles and polygons; parallel lines; proportionality; circles and spheres; perimeter, area and volume; constructions with compass and straight-edge; the relationship between algebra and geometry; transformational geometry; trigonometry; and investigation of non-Euclidean geometry. Strong emphasis is placed on proof, problem solving, investigation, analysis, discovery, and independent thinking.

MATH III-HONORS

1 CREDIT

Recommended prerequisite(s): Honors Math II

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 polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for Math III. The final exam is the North Carolina Final Exam for Math III.

PRE-CALCULUS HONORS

1 CREDIT

Prerequisite(s): Common Core III-Honors

Pre-calculus is the Honors level of Advanced Functions and Modeling. The Pre-calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. **A student cannot receive math graduation credit for Pre-calculus and Advanced Functions and Modeling; one must count as an elective**

SCIENCE COURSES

BIOLOGY (HONORS)

1 credit

Students will learn how organisms carry out the processes necessary for life. The course gives students a background in genetics, evolution, and ecology. Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

EARTH SCIENCE (HONORS)

1 credit

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

WORLD LANGUAGES COURSES

FRENCH I

1 credit

This course is for the student who wishes to take French for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, passé composé, agreement and placement of adjectives, negative expressions, partitive articles, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, demonstrative adjectives, weather expressions, the calendar, basic idiomatic expressions, and the culture of the French-speaking world.

FRENCH II

1 credit

Recommended prerequisite(s): French I

This course is for the student who has successfully completed French I or has been recommended from middle school. Students review topics covered in French I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the future tense, object pronouns, commands, reflexive verbs, relative pronouns, and special uses of prepositions.

SPANISH I

1 credit

This course is for the student who wishes to take Spanish for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, agreement and placement of adjectives, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, weather expressions, the calendar, basic idiomatic expressions, and the culture of the Spanish-speaking world.

SPANISH II

1 credit

Recommended prerequisite(s): Spanish I

This course is for the student who has successfully completed Spanish I or has been recommended from middle school. Students review topics covered in Spanish I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the preterit tense, object pronouns, reflexive verbs, comparatives and superlatives and affirmative and negative commands.

CHINESE I

1 credit

This course is for the student who wishes to take Chinese for the first time. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include numbers, family, dates, interests and hobbies, colors, telling time, basic foods and fruits, answering basic questions, introductions in Chinese, school subjects, and the culture of the Chinese-speaking world.

CHINESE II

1 credit

Prerequisite(s): Chinese I

This course is for the student who has successfully completed Chinese I or has been recommended from middle school. Students review topics covered in Chinese I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Includes different topics about school subjects, daily schedules, restaurants, transportation, and clothing. Focus on conversation used in daily life.

AMERICAN SIGN LANGUAGE I

1 credit

Level 1 language courses focus on the development of students' communicative competence in American Sign Language and their understanding of the culture(s) of the people who use the language. Communicative competence will be implemented through vocabulary and facial expressions as an interactive process in which students learn to communicate with speakers of the language; expressive and receptive use of signs which fosters comprehension of signs in American Sign Language; and speaking and glossing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information

AMERICAN SIGN LANGUAGE II

1 credit

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three areas of receptive, expressive, and interactive communication. ASL Level II continues to introduce students to aspects of the American Deaf culture, encouraging them to analyze the components of ASL and to explore the role of the Deaf Culture within the American culture(s). Students are encouraged to participate in Deaf community, to refine their knowledge and skills, and to share this information within and beyond the school setting to the community at large

SOCIAL STUDIES COURSES

WORLD HISTORY (HONORS)

1 credit

Recommended prerequisite(s): Teacher recommendation

This honors course is designed to challenge academically advanced/gifted and highly motivated students. Additional reading/writing/research assignments are required for the honors level of this class. World History describes human achievements through the study of the world's great civilizations, past and present. Students discover the ways in which human beings through the ages have organized their lives to answer the continuing questions of survival and fulfillment.

RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY HONORS

1 Credit

This course is a survey introducing students to religious expression across cultures and to the world religions of Hinduism, Buddhism, Judaism, Christianity, Islam, and Chinese religions. Students will examine religious tenets, practices, responses, and institutions and their impact upon world history and contemporary life. Learners will also explore primary religious texts and scriptures, including the Tanakh, the Bible, the Koran, the Bhagavad Gita, the Analects, the Tao te Ching, and the Dhammapada, and their impacts on religious traditions, adherents, and the modern world.

SPECIAL EDUCATION COURSES

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

CURRICULUM ASSISTANCE (Reading, Math, or General Support)

1 credit

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. In addition to the main components of CA (tutorial and study skills instruction) CA will be structured to provide remedial reading and math time during the block.

OCCUPATIONAL COURSE OF STUDY

Eligibility for participation in the Occupational Course of Study is determined by the Individual Education Program (IEP) Team, which includes school personnel, students, and parents. A student should only be considered for participation if the IEP Team determined that the North Carolina Standard Course of Study is inappropriate for the student even with the use of modifications, adaptations, supplemental aides, and services.

OCCUPATIONAL PREPARATION I

1 credit

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career – Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCCUPATIONAL ENGLISH I

1 credit

Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations

OCCUPATIONAL INTRODUCTION TO MATHEMATICS

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.

OCCUPATIONAL APPLIED SCIENCE

1 CREDIT

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

BIOLOGY

1 CREDIT

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

RECOMMENDED CAREER – TECHNICAL EDUCATION COURSES

Recommended prerequisite(s): For Students in the Occupational Course of Study

These CTE courses have been determined to be appropriate for students in the Occupational Course of Study. These courses are based on modified blueprints and may be repeated for additional credit.

AGRISCIENCE APPLICATIONS

1 credit

APPAREL DEVELOPMENT I

1 credit

CORE AND SUSTAINABLE CONSTRUCTION (Carpentry)

1 credit

FOODS I - FUNDAMENTALS

1 credit

PRINCIPLES OF BUSINESS

1 credit

HEALTH TEAM RELATIONS

1 credit

SCIENTIFIC AND TECHNICAL VISUALIZATION

1 credit