



# **High School**

## **Program Planning Guide**

**2015 – 2016**

## Table of Contents

General Information .....	5
Graduation Requirements.....	5
Scheduling High School Courses for Middle School Students .....	9
High School Courses for Middle School Students FAQ .....	10
North Carolina Academic Scholars Recognition .....	12
University of North Carolina System Minimum Admission Requirements.....	13
Promotion Requirements.....	14
Course Requirements .....	15
Class Rank .....	15
New Enrollees .....	15
Transfer Credit .....	16
Early Graduation .....	17
Mid-Year Graduation .....	17
Transcripts.....	17
Grading System.....	18
Final Exams .....	19
North Carolina Assessment Requirements.....	19
Alternative Programs of Study .....	20
Academically or Intellectually Gifted Services.....	20
Advanced Placement Program .....	20
Dual Enrollment Opportunities .....	20
Magnet and Alternative High School Program Descriptions .....	21
Programs for Exceptional Students .....	22
Study Abroad .....	22
North Carolina Virtual Public School .....	24
Course Descriptions .....	26
Explanation of Course Code Digits.....	26
Arts Education Courses.....	27
Career and Technical Education Courses.....	33
English Language Arts Courses .....	58
English as a Second Language Program .....	63
Healthful Living Courses .....	64
JROTC Courses.....	68

Mathematics Courses .....	74
Science Courses .....	78
Social Studies Courses .....	82
Special Education Courses .....	86
World Language Courses .....	92
Other Credit Programs .....	97
Pathways to Graduation.....	98
Arts Education Pathways .....	98
JROTC Pathways .....	99
Addendum .....	1
Graduation Plan .....	2
Wake County Public School System High School Registration Work Plan.....	3
Driver Education .....	4
Co-Curricular Activities and Athletics.....	4
NCAA Eligibility Requirements .....	4

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

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

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

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

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

### **WAKE COUNTY PUBLIC SCHOOL SYSTEM HIGH SCHOOLS**

<b>APEX</b>	<b>KNIGHTDALE</b>
APEX FRIENDSHIP	LEESVILLE ROAD
ATHENS DRIVE	LONGVIEW
BROUGHTON	MIDDLE CREEK
CARY	MILLBROOK
VERNON MALONE COLLEGE & CAREER ACADEMY	PANTHER CREEK
EAST WAKE SCHOOL OF ARTS, EDUCATION & GLOBAL STUDIES	PHILLIPS
EAST WAKE SCHOOL OF ENGINEERING SYSTEMS	ROLESVILLE
EAST WAKE SCHOOL OF HEALTH SCIENCE	SANDERSON
EAST WAKE SCHOOL OF INTEGRATED TECHNOLOGY	SOUTHEAST RALEIGH
ENLOE	WAKE EARLY COLLEGE OF HEALTH AND SCIENCES
FUQUAY VARINA	WAKE FOREST
GARNER	WAKE NC STATE UNIVERSITY STEM EARLY COLLEGE
GREEN HOPE	WAKE YOUNG MEN'S LEADERSHIP ACADEMY
HERITAGE	WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY
HOLLY SPRINGS	WAKEFIELD

The following pages (5-18) of the planning guide provide general information about the high school registration process in the Wake County Public School System.

# General Information

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## 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 9<sup>th</sup> 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 9<sup>th</sup> grade before 2009-2010 must complete 20 credits to graduate. Students who enter 9<sup>th</sup> 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"> <li>• 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.</li> <li>• Student has completed a CTE concentration in one of the approved CTE Cluster areas (<a href="http://www.ncpublicschools.org/cte/curriculum/">http://www.ncpublicschools.org/cte/curriculum/</a>)</li> <li>• Student has earned an unweighted GPA of at least 2.6.</li> <li>• Student has earned at least one industry-recognized credential.</li> </ul>	<p><b>Option 1: College Endorsement</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Student has earned an unweighted GPA of at least 2.6.</li> </ul> <p><b>Option 2: College/UNC Endorsement</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Student has completed two units of a world language.</li> <li>• Student has earned an unweighted GPA of at least 2.5.</li> </ul>

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

For Ninth Graders Entering in 2000-2001 through 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	FUTURE-READY CORE	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE	FUTURE-READY CORE
English	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> OCS English I, II, III, IV	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> I, II, III, IV
Mathematics	<b>3 Credits</b> Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	<b>3 Credits*</b> Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	<b>4 Credits</b> Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	<b>3 Credits</b> OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management	<b>4 Credits</b> (Algebra I***, Geometry, Algebra II) <b>OR</b> (Integrated Math I, II, 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 Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application- based math courses.</i>	<b>4 Credits</b> 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	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>2 Credits</b> OCS Applied Science and OCS Biology	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	<b>3 Credits</b> Civics and Economics, US History, World History	<b>3 Credits</b> Civics and Economics, US History, World History	<b>3 Credits</b> Civics and Economics, US History, World History	<b>2 Credits</b> OCS American History I and OCS American History II	<b>3 Credits</b> Civics and Economics, US History, World History	<b>4 Credits</b> World History (or AP World History), American History I: The Founding Principles and American History II (or AP US History + one additional Social Studies elective), and Civics and Economics
World Language	Not required	Not required*	<b>2 Credits</b> in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC system.	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC system.

For Ninth Graders Entering in 2000-2001 through 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	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 in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/ Technical Education electives		
JROTC	4 Credits in JROTC; OR					
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course					
	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	
Additional Electives	8	8	9		5	4
Total	26 Credits	26 Credits	26 Credits	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.

\*\*\*\*Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(el).



## **SCHEDULING HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS**

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. WCPSS has determined that the following courses will be available to middle school students beginning the 2014-15 school year.

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

Course Name	Course Code if offered on NCVPS	Course Code if offered at Middle School or WCPSS Online
<b>English/Language Arts</b>		
English I	10212Y0V	10212Y0
<b>Mathematics</b>		
Math I	21032Y0V	21032Y0
Math II *	22012Y0V	22012Y0
Math III *	23012Y0V	23012Y0
Precalculus	24032Y0V	24032Y0
<b>World Language</b>		
<i>Students interested in taking a world language other than Spanish or French should contact the counselor.</i>		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0
<b>Science</b>		
<i>These courses must be taken in addition to 6-8 Science courses.</i>		
Earth/Environmental Science	35012Y0V	35012Y0
Physical Science	34102Y0V	Teacher-led course not available
<b>Social Studies</b>		
<i>These courses must be taken in addition to 6-8 Social Studies courses.</i>		
World History	43032Y0V	Teacher-led course not available

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS. (See chart for details). ***Math courses can be substituted for grade level math courses. All other courses will be taken in addition to, not in place of, the prescribed curriculum (i.e. Earth Science does not replace 8<sup>th</sup> grade science).***

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

\* MS students do not receive Honors credit

\*\*Face-to-face teacher must be certified to teach Earth Science

## HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS FAQ

### Frequently Asked Questions

#### World (Foreign) Language Courses for High School Credit

- 1. Do exploratory world language classes (6<sup>th</sup> grade, 9 week) count towards earning the high school credit?**  
No. Exploratory or Introductory world (foreign) 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. Students taking Math II, Math III, or Precalculus must take the NC Final Exam for that course, which counts as 20% 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 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 or NC Final Exam, 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.

<b>Students Entering 9<sup>th</sup> Grade in 2012-2013 and beyond</b>	
<b>Credits</b>	<b>Courses</b>
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
2	<b>OR</b> 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 -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses <b>And</b> Completion of The North Carolina Graduation Project
Total Credits	25 or 24+ NCGP

### **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.

<b>UNC SYSTEM ADMISSION (Effective Fall 2006)</b>
Six (6) credits in <b>language</b> , including <ul style="list-style-type: none"><li>• Four (4) credits in <b>English</b> emphasizing grammar, composition, and literature, and</li><li>• Two (2) credits of a <b>language other than English</b></li></ul>
Four (4) credits in <b>mathematics*</b> in any of the following combinations: For students entering high school prior to 2012-13: <ul style="list-style-type: none"><li>• Algebra I and II, Geometry, and one credit beyond Algebra II</li><li>• Algebra I and II, and two credits beyond Algebra II, or</li><li>• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III</li></ul> For students entering high school in 2012-13 and beyond: <ul style="list-style-type: none"><li>• Math I, II, III and one credit beyond Math III</li></ul> <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p>
Three (3) credits in <b>science</b> , including <ul style="list-style-type: none"><li>• At least one (1) credit in a life or biological science (for example biology),</li><li>• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and</li><li>• At least one (1) laboratory course</li></ul>
Two credits in <b>social studies</b> , including, <ul style="list-style-type: none"><li>• One (1) credit in United States history**</li></ul> <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>

### **PROMOTION REQUIREMENTS**

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

**Apex, Athens Drive, Broughton, Cary, East Wake School Of Arts, Education & Global Studies, East Wake Engineering Systems, East Wake Health Science, East Wake Integrated Technology, Fuquay-Varina, Garner, Green Hope, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Wake Forest, Wakefield High Schools – beginning with students entering ninth grade for the first time in 2003-2004 and beyond.**

**Southeast Raleigh High School – beginning with students entering ninth grade for the first time in 2009-10.**

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

**Enloe, Longview, Phillips, and Wake Early College of Health and Sciences. Wake-NC State University STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, and CTE High School--beginning with students entering ninth grade for the first time in 2001-2002 and beyond.**

**Southeast Raleigh High School Students entering ninth grade for the first time in 2001-2002 through 2008-2009.**

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

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



## **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.

## **NEW ENROLLEES**

Information on school assignment can be obtained by accessing the WCPSS School Assignment website at <http://assignment.wcpss.net/>, calling the Office of Student Assignment at 919-431-7400, or contacting a nearby school. School contact information can be found at <http://www.wcpss.net/school-directory/>.

After determining school assignment, the parent(s) or court-appointed custodian(s) should **contact the school for an appointment** and present the following items directly to the school regardless of grade level of student:

- Proof of residence in the form of a recently dated electric, gas, or water bill, a newly signed lease agreement or a signed purchase agreement with a closing date within 45 days or closing statement in the name of the parent(s) or court-appointed custodian (telephone, cable television bill and driver's licenses do not qualify),
- A certified copy of the child's birth certificate,
- Immunization record,
- A copy of the most recent report card or school transcript (if available).

For all other exceptions to the above information, contact the Office of Student Assignment.

## **TRANSFER CREDIT**

Students transferring into a Wake County Public School System high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school. 2009 and beyond, may be able to earn high school credit in certain areas. Please see page 12 for further information.

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

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

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

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

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

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

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

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

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

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

Students reentering a WCPSS school after being long-term suspended (suspended for 365 days), or expelled from the Wake County Public School System may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension while enrolled in a non-WCPSS public school, NCVPS, a private school (accredited or non-accredited), an institution of higher education, or a home school program; or while attending a WCPSS alternative school/program or receiving homebound instruction. The principal will review the student's record as provided by the sending school, home school teacher, or the homebound teacher to determine if credit should be granted for the courses successfully completed. If credit is granted, it will be recorded in accordance with the appropriate transfer procedure.

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

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



## **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](http://www.cfnc.org).

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

Transcripts may be requested online via your high school's website or <https://wcpss.scriborder.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 9<sup>th</sup> 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 9<sup>th</sup> grade in 2015-16 and beyond:

LETTER GRADE	STANDARD COURSES	HONORS COURSES	AP COURSES
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0
FF	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 entering 9<sup>th</sup> grade prior to 2015-16:

A = 93 – 100      B = 85 – 92      C = 77 – 84      D = 70 – 76      F = less than 70  
 I = incomplete      WP = withdrawal, no penalty      WF = withdrawal with an F      FF = failed for violation of attendance policy

### GRADING SCALE for students entering 9<sup>th</sup> grade prior to 2015-16:

A = 90 – 100      B = 80 - 89      C = 70 - 79      D = 60 – 69      F = less than 60  
 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 two types of final exams to be administered to selected high schools courses: and End-of-Course test (EOC) or a NC Final Exam. Both types of 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 assess schools and districts. Both EOCs and NC Final 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.

#### **NORTH CAROLINA FINAL EXAMS**

NC Final Exams will be administered for the following courses\*:

<b>English</b>	<b>Social Studies</b>	<b>Science</b>	<b>Mathematics</b>
English I	Civics and Economics	Physical Science	Math II
English III	World History	Chemistry	Math III
English IV	American History I	Physics	Advanced Functions & Modeling
	American History II	Earth/Environmental Science	Discrete Mathematics
			Precalculus

**\*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 all courses with a NC Final Exam, the test shall count as 20% of the student's final grade.

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

# Alternative Programs of Study

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## **ACADEMICALLY OR INTELLECTUALLY GIFTED SERVICES**

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

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement.

WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies. 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.

## **MAGNET AND ALTERNATIVE HIGH SCHOOL PROGRAM DESCRIPTIONS**

### **GARNER INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL**

#### **MILLBROOK INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL**

All 9th and 10th grade students at International Baccalaureate (IB) High Schools are a part of the International Baccalaureate Middle Years Programme (MYP). Freshmen and sophomores take classes each year in the eight subject areas: Language A (English), Language B (second language), Math, Science, Humanities, Arts, Physical Education, and Technology. The MYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community & service, health and social education, environments, and human ingenuity. During the last year of the MYP (10th grade), all sophomore students complete a personal project, which demonstrates initiative, organization, and creativity. In addition, IB High Schools provide for the continuation of the International Baccalaureate Middle Years Programme offered at East Millbrook and East Garner Magnet Middle Schools. The International Baccalaureate Diploma Programme (DP) is offered to those interested 11th and 12th grade students who wish to pursue an International Baccalaureate Diploma. In addition to academic rigor, emphasis is placed on the ideals of inquiry, responsible citizenship, and service. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

#### **ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL**

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

#### **SOUTHEAST RALEIGH MAGNET HIGH SCHOOL: CENTER FOR LEADERSHIP AND TECHNOLOGY**

Southeast Raleigh Magnet High School is growing tomorrow's leaders by developing in students a strong sense of citizenship and service and by incorporating high level application of technology for work, learning, and leisure. The menu of leadership/technology opportunities includes: Leadership Courses, Project Lead-the-Way, Engineering Academy, iSchool New Tech Project-based classes, a nationally recognized Robotics team, a strong digital arts program, and Civil Air Patrol. All students are trained in Covey Principles advanced through the Academic Coaching program and have the opportunity to develop their leadership skills and attitudes through the acclaimed iLead21 Progressive Leadership Development Program. The iLead program is enhanced by technology and focuses on vision, trust, a principal-driven life and motivation using problem-based tasks. In order to provide a modern, real-world workspace environment, the iSchool New Tech Network Workspaces allow for interdisciplinary teaching and project-based learning rooted in 21st century skills. Southeast Raleigh provides a real-world experience for students in the digital arts (video editing, digital graphics, digital photography, digital music, digital journalism) with four state-of-the-art Apple Macintosh Labs. Each Southeast Raleigh student ultimately demonstrates his or her learning in both leadership and technology focused on a self-selected topic in the Graduation Project. The project is presented to members of the community in the senior year.

#### **WAKE EARLY COLLEGE OF HEALTH AND SCIENCES**

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

#### **WAKE NC STATE UNIVERSITY STEM EARLY COLLEGE HIGH SCHOOL**

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

#### **WAKE YOUNG MEN'S LEADERSHIP ACADEMY**

Wake Young Men's Leadership Academy (WYMLA) is a grades 6-13 single-gender academy within the Wake County Public School System. Located on two campuses, grades 6-10 are held in the Thompson School Building in downtown Raleigh, NC and grades 11-13 are at Saint Augustine's University located in the history Oakwood neighborhood of Raleigh, NC. The school opened in the Fall of 2012 and currently serves approximately 150 students in the Middle School (6-8), 100 students in the High School (9-10), and 150 in the Early College Program (11-13). WYMLA's mission is to develop young men into leaders who have a positive impact on their communities through Scholarship, Service, and Success.

### **WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY**

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

### **VERNON MALONE COLLEGE & CAREER ACADEMY**

Wake County's new Career and Technical Education Early College High School serves students in Grades 10-12. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at the CTE Early College High School will be able to complete studies in one of the ten CTE programs as part of their high school graduation credits. Through an academic foundation, paired with career-informed courses and work-based learning experiences, graduates of the CTE Early College High School will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The ten CTE program areas, taught by Wake Technical Community College faculty in the 11<sup>th</sup> and 12<sup>th</sup> grade to students at the school, are: Air Conditioning, Heating and Refrigeration; Biopharmaceutical Technology; Collision Repair; Cosmetology; Electrical Systems; Geospatial Information Systems; Nursing Assistant; Plumbing; Simulation and Game Development; Welding.

### **MARY E. PHILLIPS HIGH SCHOOL**

Mary E. Phillips High School extends an invitation to any Wake County High School student who has not reached his or her potential within a traditional school setting. Our philosophical approach and curriculum offer students the opportunity to obtain a high school diploma and a new view of themselves as capable, competent young adults. The school curriculum is designed to prepare students to continue their education after high school. Academic needs are met through flexible scheduling, individualized programs, and small class sizes. Varied elective courses are part of the curriculum with day and evening scheduling.

Independent study, tutorial assistance, library/media services, and state-of-the art technology enhance our academic program. All students have access to information through technological resources in school and at home.

Mary E. Phillips High School offers courses on a block schedule, which enables students to complete yearlong courses in one semester, in addition to the small class size and the opportunity for a flexible schedule.

### **LONGVIEW SCHOOL**

Longview School offers an alternative learning program for students who have experienced difficulty in a traditional setting as indicated by their special needs. Student assignments are made by an IEP committee that includes Longview staff members.

## **PROGRAMS FOR EXCEPTIONAL STUDENTS**

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

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

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

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

## **STUDY ABROAD**

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

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

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

## **NORTH CAROLINA VIRTUAL PUBLIC SCHOOL**

### **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](http://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](http://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 9<sup>th</sup> 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 VoCAT 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.

# Course Descriptions

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## EXPLANATION OF COURSE CODE DIGITS

Example: 10212X0

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

**0** = nonspecific subject

**1** = English/Language Arts; World Languages; Public Speaking

**2** = Mathematics

**3** = Science

**4** = Social Studies

**5** = Arts

**6** = Health/PE

**9** = Occupational Course of Study; ROTC; Approved Online Vendor Courses; Special Interest Topics; Teacher Cadet; SAT Prep; ACT Prep; Pre-K

**Alpha** = Career and Technical Education courses

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

**C** = Community College

**U** = University or College

**A** = Advanced Placement (AP)

**I** = International Baccalaureate (IB)

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

**2** = standard weight; no additional quality point

**5** = honors weight; 1 additional quality point

**7** = AP weight; 2 additional quality points

**8** = IB weight; 2 additional quality points

**A** = Extended Content Standards; no additional quality point

**B** = Occupational Course of Study; no additional quality point

The **sixth digit** indicates current level of the student.

**Z** = elementary

**Y** = middle

**X** = high

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

The **seventh digit** indicates various course sequence information.

- Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.

- Example: A three-course sequence for the CTE Modern Plumbing Part A; Modern Plumbing Part B; Modern Plumbing Part C courses. Each course may be taken and awarded credit individually without completing all three.

The **eighth through tenth digits** are for District use only.

## ARTS EDUCATION COURSES

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

### VISUAL ARTS

#### **DRAWING – VISUAL ART SPECIALIZATION (INTERMEDIATE)**

**54622X0A****1 CREDIT**

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

This course introduces the elements and principles of design through an exploration of various drawing media techniques.

#### **PAINTING – VISUAL ART SPECIALIZATION (PROFICIENT)**

**54635X0A****1 CREDIT(HN)**

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

This course develops the elements and principles of design through an exploration of a broad range of various painting media and techniques.

#### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE)**

**54622X0B****1 CREDIT**

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

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

#### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT)**

**54635X0B****1 CREDIT(HN)**

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

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

#### **SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED)**

**54645X0A****1 CREDIT(HN)**

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

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

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

#### **VISUAL ARTS - BEGINNING**

**54152X0A****1 CREDIT**

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

#### **VISUAL ARTS - INTERMEDIATE**

**54162X0A****1 CREDIT**

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

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

#### **VISUAL ARTS - PROFICIENT (HONORS)**

**54175X0A****1 CREDIT(HN)**

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

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

**VISUAL ARTS - ADVANCED (HONORS)****54185X0A****1 CREDIT(HN)**

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

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

Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

**ADVANCED PLACEMENT STUDIO ART – DRAWING****5A047X0****1 CREDIT(AP)****ADVANCED PLACEMENT STUDIO ART – 2D DESIGN****5A027X0****1 CREDIT(AP)****ADVANCED PLACEMENT STUDIO ART – 3D DESIGN****5A037X0****1 CREDIT(AP)**

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

**COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (INTERMEDIATE)****54622X0E****1 CREDIT**

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

Students experience the elements of design through the electronic medium. Projects involve simple optical design, illustrations, contour line, drawings, perspective, paintings, composition involved in desktop publishing, and introduction to 2D animation.

**COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (PROFICIENT)****54635X0E****1 CREDIT(HN)**

Recommended prerequisite(s): Computer Art and Animation – Intermediate or portfolio

Students in this Level II course carry those concepts studied in Level I to a new and more challenging height. Students develop the following: product package layouts, story illustrations, logo design, advanced painting solutions, drawing problems, and advanced animation.

**COMMERICAL ART: PRINTMAKING/TEXTILES-VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0D****1 CREDIT**

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

This course is designed for the student who has completed at least one credit of high school art and has a special interest in printmaking and textiles. Some of the following processes are taught in printmaking: block printing, silk screen, intaglio, relief printing, and etching. In textiles students expand their knowledge and technical skills in two- and three-dimensional design. Areas explored include macramé, batik, soft sculpture, and weaving.

**ART HISTORY – VISUAL ART SPECIALIZATION (BEGINNING)****54612X0A****1 CREDIT**

This course is a comprehensive study of art through the ages. Students explore works of famous artists within the cultural context of each time period. This integrated approach encourages understanding of humanity from a visual arts perspective.

**ADVANCED PLACEMENT ART HISTORY****5A007X0****1 CREDIT(AP)**

This advanced art history course requires students to make extensive connections between the art of each time period and its relationship to culture. Students enrolled in this course are encouraged to take the College Board Advanced Placement Test.

**INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED)****54645X0B****1 CREDIT(HN)**

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

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

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

**MODERN DANCE - INTERMEDIATE****51162X0A****1 CREDIT**

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

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

**MODERN DANCE - PROFICIENT (HONORS)****51175X0A****1 CREDIT (HN)**

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

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

**MODERN DANCE - ADVANCED (HONORS)****51185X0A****1 CREDIT (HN)**

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

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

**INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED)****51285X0A****1 CREDIT (HN)**

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

**THEATRE ARTS****THEATRE ARTS - BEGINNING****53152X0A****1 CREDIT**

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

**THEATRE ARTS - INTERMEDIATE****53162X0A****1 CREDIT**

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

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

**THEATRE ARTS - PROFICIENT (HONORS)****53175X0A****1 CREDIT (HN)**

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

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

**THEATRE ARTS - ADVANCED (HONORS)****53185X0A****1 CREDIT (HN)**

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

Students advance acting, directing, playwriting, and production skills developed in previous theatre training. Students assume leadership roles in the production of polished and complex works for an audience. Various acting and directing styles are practiced.

Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Students are encouraged to explore a variety of theatrical styles and work with others to produce experimental, culturally significant works of art. Participation in after-school rehearsals and performances is expected.

**TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)****53612X0A****1 CREDIT**

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

**TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)****53622X0A****1 CREDIT**

Recommended prerequisite(s): Technical Theatre – Beginning

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

**TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT)****53635X0A****1 CREDIT(HN)**

Recommended prerequisite(s): Technical Theatre – Intermediate

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

**INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED)****53645X0A****1 CREDIT(HN)**

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

**PROGRAMMING AND BROADCASTING – THEATRE ARTS SPECIALIZATION (BEGINNING)****53612X0B****1 CREDIT**

This course sets the historical and aesthetic foundation for responsible interpretation, usage, and application of television production. The student develops screen experience from a critical standpoint, progresses to understanding the technical aspects, and finally uses professional equipment to create video productions.

**PROGRAMMING AND BROADCASTING – THEATRE ARTS SPECIALIZATION (INTERMEDIATE)****53622X0B****1 CREDIT**

Recommended prerequisite(s): Programming and Broadcasting – Beginning or teacher recommendation

Students continue to develop the basic academic skills and concepts in many short written exercises as well as longer script writing projects. The student's own ideas are used in developing studio productions through directing, recording, editing, and utilizing color cameras, professional lighting, and sound equipment as well as a special effects generator.

**PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (PROFICIENT)****53635X0B****1 CREDIT(HN)**

Recommended prerequisite(s): Programming and Broadcasting – Intermediate or teacher recommendation

This course challenges students who have prior television experience. Students take on the total responsibility of writing, producing, directing, recording, and editing a daily news program for the school. Students at this level are expected to provide technical support for activities after school hours.

**CHORAL MUSIC****VOCAL MUSIC – MIXED CHORUS – BEGINNING****52302X0A****1 CREDIT**

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

**VOCAL MUSIC – CHORAL ENSEMBLE – INTERMEDIATE****52312X0A****1 CREDIT**

Recommended prerequisite(s): Vocal Music – Beginning or audition

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

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

**VOCAL MUSIC – CONCERT CHORUS – PROFICIENT (HONORS)****52325X0A****1 CREDIT(HN)**

Recommended prerequisite(s): Vocal Music – Intermediate or audition

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

**VOCAL MUSIC – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS)****52335X0A****1 CREDIT(HN)**

Recommended prerequisite(s): Vocal Music – Proficient or audition

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

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

**MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT)****52185X0A****1 CREDIT (HN)**

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

**ADVANCED PLACEMENT MUSIC THEORY****5A017X0****1 CREDIT(AP)**

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

**MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING)****52162X0A****1 CREDIT**

This course focuses on music's relationship to other arts disciplines, humanities, and world cultures.

**INSTRUMENTAL MUSIC****INSTRUMENTAL MUSIC: BAND – BEGINNING****52552X0A****1 CREDIT**

Recommended prerequisite(s): Middle School band or audition

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

**INSTRUMENTAL MUSIC: BAND – INTERMEDIATE****52562X0A****1 CREDIT**

Recommended prerequisite(s): Band – Beginning or audition

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

**INSTRUMENTAL MUSIC: BAND – PROFICIENT (HONORS)****52575X0A****1 CREDIT(HN)**

Recommended prerequisite(s): Band – Intermediate or audition

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures.

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

**INSTRUMENTAL MUSIC: BAND – ADVANCED (HONORS)****52585X0A****1 CREDIT(HN)**

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

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

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

**INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT)****52185X0B****1 CREDIT(HN)**

Recommended prerequisite(s): Band – Intermediate and/or audition

This group studies jazz phrasing and articulation as well as the technique of improvisation and playing in correct jazz style. Participation in after-school rehearsals and performances is expected.

**INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING****52402X0A****1 CREDIT**

Recommended prerequisite(s): Middle School Strings or audition

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

**INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE****52412X0A****1 CREDIT**

Recommended prerequisite(s): Orchestra – Beginning or audition

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

**INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT (HONORS)****52425X0A****1 CREDIT (HN)**

Recommended prerequisite(s): Orchestra – Intermediate or audition

Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation.

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

**INSTRUMENTAL MUSIC: ORCHESTRA - ADVANCED (HONORS)****52435X0A****1 CREDIT(HN)**

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

Advanced students build ensemble performance skills while studying challenging literature.

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

**INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED)****52195X0A****1 CREDIT(HN)**

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

**MUSICAL THEATRE ORCHESTRA – MUSIC SPECIALIZATION (PROFICIENT)****52185X0G****1 CREDIT(HN)**

Scores from musicals are learned in this course, and students accompany musical performances in the school in cooperation with the drama department. Participation in after-school rehearsals and performances is expected.

**GUITAR – MUSIC SPECIALIZATION BEGINNING****52162X0D****1 CREDIT**

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

**GUITAR – MUSIC SPECIALIZATION INTERMEDIATE****52172X0D****1 CREDIT**

Students will increase their technical skills and artistic awareness through continued study of increasingly challenging music. Participation in after-school rehearsals and performances is expected.

**GUITAR – MUSIC SPECIALIZATION- PROFICIENT (HONORS)****52185X0D****1 CREDIT(HN)**

Advanced guitar students develop their ability to play with increased technical accuracy and expression. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of including music theory and an in-depth study of advanced music literature. Participation in after-school rehearsals and performances is expected.



## **CAREER AND TECHNICAL EDUCATION COURSES**

### **PLANNING FOR COLLEGE AND CAREER**

Students are entering a highly competitive global workforce. Nearly 90 percent of the fastest growing jobs in the US require education beyond high school. Almost all jobs in the foreseeable future will need some form of certification, credential, or postsecondary degree. To become career and college ready, students need 21st century skills, technical knowledge, as well as the English and mathematics knowledge and skills necessary to succeed in entry-level post-secondary courses.

With an emphasis on real world skills, Career and Technical Education connects students to academics and training that will help them be successful in the future. Our goal is that every Wake County Public School student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. No matter what their dream, they can pursue it through CTE. Students should see their counselor and Career Development Coordinator to begin developing the skills they need to become career, college, and citizenship ready.

The following are a list on online resources that can assist in planning for college and careers:

<b>Career Resources</b>	<b>College Resources</b>
<a href="http://www.f4k.org">www.f4k.org</a>	<a href="http://www.f4k.org">www.f4k.org</a>
<a href="http://www.cfnc.org">www.cfnc.org</a>	<a href="http://www.cfnc.org">www.cfnc.org</a>
<a href="http://www.Careeronestop.org">www.Careeronestop.org</a>	<a href="http://www.educationplanner.com/">www.educationplanner.com/</a>
<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>	<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>
<a href="http://www.careerpath.com">www.careerpath.com</a>	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
<a href="http://www.onetonline.org/">www.onetonline.org/</a>	<a href="http://www.act.org">www.act.org</a>
<a href="http://www.humanmetrics.com">www.humanmetrics.com</a>	<a href="http://www.kiplinger.com/tools/colleges/">www.kiplinger.com/tools/colleges/</a>
<a href="http://www.Myplan.com">www.Myplan.com</a>	<a href="http://www.Myplan.com">www.Myplan.com</a>
<a href="http://www.bls.gov/OCO/">www.bls.gov/OCO/</a>	<a href="http://www.college.gov">www.college.gov</a>
<a href="http://www.keirsey.com/sorter/instruments2.aspx?partid=0">www.keirsey.com/sorter/instruments2.aspx?partid=0</a>	<a href="http://www.nccommunitycolleges.edu/">www.nccommunitycolleges.edu/</a>
<a href="http://www.ncsoicc.org">www.ncsoicc.org</a>	<a href="http://www.northcarolina.edu">www.northcarolina.edu</a>
<a href="http://www.asvabprogram.com">www.asvabprogram.com</a>	<a href="http://www.princetonreview.com">www.princetonreview.com</a>

Previous performance in Career and Technical Education (CTE) courses and teacher recommendation should be considered in course selection. CTE courses are enhanced by an array of work-based learning strategies. These include content related projects, job shadowing, supervised work experiences, internships, apprenticeships, cooperative education, and field trips. These are particularly applicable to advanced level courses. CTE courses can include work-based learning opportunities to include internships, cooperative education, and apprenticeships.

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

- DECA for Marketing and Entrepreneurship Education
- Future Business Leaders of America (FBLA) for Business, Finance 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 Science
- Technology Student Association (TSA) for Technology, Engineering and Design
- SkillsUSA for Trade and Industrial Education

## **AGRICULTURAL EDUCATION**

### **AGRISCIENCE APPLICATIONS**

**AU102X0**

**1 CREDIT**

Prerequisite: None

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

### **ANIMAL SCIENCE I**

**AA212X0**

**1 CREDIT**

Prerequisite: None

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

### **ANIMAL SCIENCE II – SMALL ANIMAL\***

**AA232X0**

**1 CREDIT**

Prerequisite: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.

### **ANIMAL SCIENCE II – SMALL ANIMAL (HONORS)\***

**AA235X0**

**1 CREDIT(HN)**

Prerequisite: Animal Science I

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

### **EQUINE SCIENCE I**

**AA312X0**

**1 CREDIT**

Prerequisite: None

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry. 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.

### **EQUINE SCIENCE II\***

**AA322X0**

**1 CREDIT**

Prerequisite: Equine Science I

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.

### **EQUINE SCIENCE II (HONORS)\***

**AA325X0**

**1 CREDIT(HN)**

Prerequisite: Equine Science I

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

### **AGRICULTURAL MECHANICS I**

**AS312X0**

**1 CREDIT**

Prerequisite: None

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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.

<b>AGRICULTURAL MECHANICS II*</b> Prerequisite: Agricultural Mechanics I	<b>AS322X0</b>	<b>1 CREDIT</b>
In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.		
<b>AGRICULTURAL MECHANICS II (HONORS)*</b> Prerequisite: Agricultural Mechanics I	<b>AS325X0</b>	<b>1 CREDIT(HN)</b>
In addition to the standard course requirements, Agricultural Mechanics II, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.		
<b>AGRICULTURAL MECHANICS II-SMALL ENGINES*</b> Prerequisite: Agricultural Mechanics I	<b>AS332X0</b>	<b>1 CREDIT</b>
This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students learn how to select engines for specific applications. Materials are covered to prepare students for the Master Service Technician Exam. Safety skills are emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.		
<b>AGRICULTURAL MECHANICS II-SMALL ENGINES (HONORS)*</b> Prerequisite: Agricultural Mechanics I	<b>AS335X0</b>	<b>1 CREDIT(HN)</b>
In addition to the standard course requirements Agricultural Mechanics II-Small Engines, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.		
<b>HORTICULTURE I</b> Prerequisite: None	<b>AP412X0</b>	<b>1 CREDIT</b>
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, 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.		
<b>HORTICULTURE II*</b> Prerequisite: Horticulture I	<b>AP422X0</b>	<b>1 CREDIT</b>
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.		
<b>HORTICULTURE II (HONORS)*</b> Prerequisite: Horticulture I	<b>AP425X0</b>	<b>1 CREDIT(HN)</b>
In addition to the standard course requirements, Horticulture II, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.		
<b>HORTICULTURE II – TURFGRASS MANAGEMENT*</b> Prerequisite: Horticulture I	<b>AP432X0</b>	<b>1 CREDIT</b>
This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.		
<b>HORTICULTURE II – TURFGRASS MANAGEMENT (HONORS)*</b> Prerequisite: Horticulture I	<b>AP435X0</b>	<b>1 CREDIT(HN)</b>
In addition to the standard course requirements Horticulture II – Turfgrass Management, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.		

**HORTICULTURE II – LANDSCAPING\*****AP442X0****1 CREDIT**

Prerequisite: Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, 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.

**HORTICULTURE II – LANDSCAPING (HONORS)\*****AP445X0****1 CREDIT (HN)**

Prerequisite: Horticulture I

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

**ENVIRONMENTAL & NATURAL RESOURCES I****AN512X0****1 CREDIT**

Prerequisite: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. 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.

**ENVIRONMENTAL & NATURAL RESOURCES II\*****AN522X0****1 CREDIT**

Prerequisite: Environmental &amp; Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, 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.

**ENVIRONMENTAL & NATURAL RESOURCES II (HONORS)\*****AN525X0****1 CREDIT (HN)**

Prerequisite: Environmental &amp; Natural Resources I

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

**BIOTECHNOLOGY & AGRISCIENCE RESEARCH I****AU712X0****1 CREDIT**

Prerequisite: None

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. 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. Agriscience Applications is recommended as preparation for this course.

**BIOTECHNOLOGY & AGRISCIENCE RESEARCH II\*****AU722X0****1 CREDIT**

Prerequisite: Biotechnology &amp; Agriscience Research I

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, 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.

**BIOTECHNOLOGY & AGRISCIENCE RESEARCH II (HONORS)\*****AU725X0****1 CREDIT (HN)**

Prerequisite: Biotechnology &amp; Agriscience Research I

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

**AGRICULTURE ADVANCED STUDIES****CS952X0A****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

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

**BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION****PERSONAL FINANCE****BF052X0****1 CREDIT**

Prerequisite: None

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.

**PRINCIPLES OF BUSINESS AND FINANCE****BF102X0****1 CREDIT**

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content current/real world topics. 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) and 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.

**MICROSOFT WORD & POWERPOINT****BM102X0****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 Word and Microsoft PowerPoint to create, enhance, customize, share, and deliver complex documents and presentations, such as those used in business and industry. Microsoft Publisher, OneNote, and Outlook are supplemental competencies for this course. English language arts are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeships 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. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Word and Microsoft PowerPoint.

**MICROSOFT WORD & POWER POINT (HONORS)****BM105X0****1 CREDIT (HN)**

Prerequisite: None

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

**MICROSOFT EXCEL & ACCESS****BM202X0****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.

**MICROSOFT EXCEL & ACCESS (HONORS)****BM205X0****1 CREDIT (HN)**

Prerequisite: None

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

**MULTIMEDIA AND WEBPAGE DESIGN****BD102X0****1 CREDIT**

Prerequisite: BM10 Microsoft Word &amp; Powerpoint

This 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. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**E-COMMERCE I\*****BD122X0****1 CREDIT**

Prerequisite: BD10 Multimedia and Webpage Design

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. Art is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**E-COMMERCE I (HONORS)\*****BD125X0****1 CREDIT (HN)**

Prerequisite: BD10 Multimedia and Webpage Design

In addition to the standard course requirements for e-Commerce I, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

**E-COMMERCE II****BD142X0****1 CREDIT**

Prerequisite: BD12 E-Commerce I

This course is designed to help students master skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project. Arts and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**E-COMMERCE II (HONORS)****BD145X0****1 CREDIT (HN)**

Prerequisite: BD12 E-Commerce I

In addition to the standard course requirements for e-Commerce II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

**ACCOUNTING I****BA102X0****1 CREDIT**

Prerequisite: None

Recommended for Grades 10-12

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced throughout the course. 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. 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.

**ACCOUNTING I (HONORS)****BA105X0****1 CREDIT (HN)**

Prerequisite: None

Recommended for Grades 10-12

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

**ACCOUNTING II\*****BA202X0****1 CREDIT**

Prerequisite: BA10 Accounting I

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is 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. 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.

**ACCOUNTING II (HONORS)\*****BA205X0****1 CREDIT (HN)**

Prerequisite: BA10 Accounting I

In addition to the standard course requirements for Accounting II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

**ENTREPRENEURSHIP I\***

**ME112X0**

**1 CREDIT**

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance  
Recommended for Grades 10-12

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

**ENTREPRENEURSHIP I (HONORS)\***

**ME115X0**

**1 CREDIT (HN)**

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance  
Recommended for Grades 10-12

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

**ENTREPRENEURSHIP II**

**ME122X0**

**1 CREDIT**

Prerequisite: ME11 Entrepreneurship I  
Recommended for Grades 11-12

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts 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) and 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.

**ENTREPRENEURSHIP II (HONORS)**

**ME125X0**

**1 CREDIT (HN)**

Prerequisite: ME11 Entrepreneurship I  
Recommended for Grades 11-12

In addition to the standard course requirements for Entrepreneurship II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

**BUSINESS LAW\***

**BB302X0**

**1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance  
Recommended for Grades 10-12

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced throughout the course. Students will have daily access to computers for immediate application of content to current/real world topics. Work-based learning strategies appropriate for this course include internship, 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.

**BUSINESS LAW (HONORS)\***

**BB305X0**

**1 CREDIT (HN)**

Prerequisite: BF10 Principles of Business and Finance  
Recommended for Grades 10-12

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

**BUSINESS MANAGEMENT\***

**BB402X0**

**1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance  
Recommended for Grades 10-12

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced throughout the course. 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. 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.

**BUSINESS MANAGEMENT (HONORS)\***

**BB405X0**

**1 CREDIT (HN)**

High School Program Planning Guide 2015-2016

Prerequisite: BF10 Principles of Business and Finance  
Recommended for Grades 10-12

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

#### **FOUNDATIONS OF INFORMATION TECHNOLOGY**

**BI102X0**

**1 CREDIT**

Prerequisite: None

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **COMPUTER SCIENCE PRINCIPLES (HONORS)**

**BP405X0**

**1 CREDIT (HN)**

Prerequisite: None

This course is an introduction to the principles of computer science, including the history, social implications, and future of computing and how computing empowers discovery and progress in other fields. The relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will complete a substantial team programming project related to their interests. This course has been approved by the AP College Board and is a pre-AP course that is inherently Honors.

#### **COMPUTER PROGRAMMING I**

**BP102X0**

**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.

#### **COMPUTER PROGRAMMING II**

**BP122X0**

**1 CREDIT**

Prerequisite: BP10 Computer Programming I

This course is designed to teach students advanced programming concepts. Including class structures, multimedia programming, advanced arrays, and file structures. Students will apply course concepts through the development of XNA Game Studio computer games. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeships, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essentials standards and workplace readiness skills through authentic experiences.

#### **COMPUTER PROGRAMMING II (HONORS)\***

**BP125X0**

**1 CREDIT (HN)**

Prerequisite: BP10 Computer Programming I

In addition to the standard course requirements for Computer Programming II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

#### **SAS PROGRAMMING I (HONORS)\***

**BP205X0**

**1 CREDIT (HN)**

Prerequisite: One course in another computer programming language  
Recommended for Grades 10-12

This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating list and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, internship, entrepreneurship, mentorship, service learning, and job shadowing. Cooperative education 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. This course can help prepare students for the SAS Base Programming Exam for SAS 9 certification exam.

#### **SAS PROGRAMMING II (HONORS)**

**BP225X0**

**1 CREDIT (HN)**

Prerequisite: BP20 SAS Programming I  
Recommended for Grades 10-12

This course is for experienced SAS student programmers who will learn how to prepare data for analysis. The comparisons of manipulation techniques and resource cost benefits are designed to help student programmers choose the most appropriate technique for their data situation. This course also teaches students how to process SAS data using Structured Query Language (SQL) and how to use the components of the SAS macro facility to design, write, and debug macro systems that are reusable and dynamic. Emphasis is placed on understanding how programs with macro code are processed. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, cooperative education, entrepreneurship, mentorship, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the SAS Advanced Programming Exam for SAS 9 certification exam.



**AP COMPUTER SCIENCE****2A027X0****1 CREDIT**

Prerequisite: None

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Further information about the course and the AP Computer Science Exam can be found at [http://www.collegeboard.com/student/testing/ap/sub\\_compscia.html](http://www.collegeboard.com/student/testing/ap/sub_compscia.html)

**BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY ADVANCED STUDIES****CS952X0B****1 CREDIT**

Prerequisite: Two technical credits in a BFIT Career Cluster, one course must be a Completer course  
Recommended for Grades 11-12

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

**CAREER DEVELOPMENT EDUCATION****CAREER MANAGEMENT****CC452X0****1 CREDIT**

Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FAMILY AND CONSUMER SCIENCES EDUCATION****TEEN LIVING****FC102X0****1 CREDIT**

Prerequisite: None

This course examines life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, fashion and clothing, and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include mentorship and service learning. 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.

**APPAREL AND TEXTILE PRODUCTION I****FA312X0****1 CREDIT**

Prerequisite: None

In this course students are introduced to 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 students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science 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.

**APPAREL AND TEXTILE PRODUCTION II \*****FA322X0****1 CREDIT**

Prerequisite: Apparel I

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science 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 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.

**APPAREL AND TEXTILE PRODUCTION II (HONORS) \*****FA325X0****1 CREDIT (HN)**

Prerequisite: Apparel I

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

#### **FASHION MERCHANDISING**

**MI212X0**

**1 CREDIT**

Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. 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) and 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.

#### **FOODS I**

**FN412X0**

**1 CREDIT**

Prerequisite: None

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.

#### **FOODS II - ENTERPRISE\***

**FN422X0**

**1 CREDIT**

Prerequisite: Foods I OR 7121 Culinary Arts and Hospitality I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. 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.

#### **FOODS II – ENTERPRISE (HONORS)\***

**FN425X0**

**1 CREDIT (HN)**

Prerequisite: Foods I or Culinary Arts and Hospitality I

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

#### **FOODS II - TECHNOLOGY\***

**FN432X0**

**1 CREDIT**

Prerequisite: Foods I or Culinary Arts and Hospitality I or Environmental Science or Physical Science or Biology or Chemistry

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, school-based enterprise, service learning, and job shadowing. 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.

#### **FOODS II – TECHNOLOGY (HONORS)\***

**FN435X0**

**1 CREDIT (HN)**

Prerequisite: Foods I or Culinary Arts and Hospitality I or Environmental Science or Physical Science or Biology or Chemistry

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

#### **INTRODUCTION TO CULINARY ARTS AND HOSPITALITY**

**FH202X0**

**1 CREDIT**

Prerequisite: Foods I is recommended as preparation for this course

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science 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. An industrial cooking lab is necessary for this course.

#### **CULINARY ARTS AND HOSPITALITY I**

**FH212X0**

**1 CREDIT**

Prerequisite: Introduction to Culinary Arts and Hospitality

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science 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) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. An industrial cooking lab is necessary for this course.

#### **CULINARY ARTS AND HOSPITALITY II\***

**FH222X0**

**2 CREDITS**

Prerequisite: Culinary Arts and Hospitality I

This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. 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. An industrial cooking lab is necessary for this course.

#### **CULINARY ARTS AND HOSPITALITY II (HONORS)\***

**FH225X0**

**2 CREDITS (HN)**

Prerequisite: Culinary Arts and Hospitality I

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

#### **PROSTART I®**

**FH712X0**

**1 CREDIT**

Prerequisite: Foods 1 recommended

Recommended grade 11 due to labor laws

This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost. A required, one-credit paid or unpaid 200-hour internship will count toward the National ProStart® Certificate of Achievement at the conclusion of ProStart® II. English language arts 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. Students are eligible to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **PROSTART I® HONORS**

**FH715X0**

**1 CREDIT**

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

#### **PROSTART I® COOP**

**FH716X0**

**1 CREDIT**

Prerequisite: Foods 1 recommended

Recommended grade 11 due to labor laws

Students enrolled in ProStart I are required to complete 200-hours of paid or unpaid internship. The hours will count toward the National ProStart® Certificate of Achievement, earned at the conclusion of ProStart® II. *Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year.*

#### **PROSTART II®\***

**FH722X0**

**1 CREDIT**

Prerequisite: ProStart I®

Recommended for grade 12 due to labor laws

In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. Students will complete the remainder of a required 400-hour paid or unpaid one-credit internship, which will count toward the National ProStart® Certificate of Achievement. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Students are encouraged to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **PROSTART II® (HONORS)\***

**FH725X0**

**1 CREDIT (HN)**

Prerequisite: ProStart I®

Recommended for grade 12 due to labor laws

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

#### **PROSTART II® COOP**

**FH726X0**

**1 CREDIT**

Prerequisite: ProStart I®

Recommended for grade 12 due to labor laws

Students enrolled in ProStart II are required to complete 200-hours of paid or unpaid internship. The hours will count toward the National ProStart ® Certificate of Achievement, earned at the conclusion of ProStart® II. *Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year.*

#### **INTERIOR DESIGN I**

**FI512X0**

**1 CREDIT**

Prerequisite: None

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.

#### **INTERIOR DESIGN II\***

**FI522X0**

**1 CREDIT**

Prerequisite: Interior Design I

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

#### **INTERIOR DESIGN II (HONORS)\***

**FI525X0**

**1 CREDIT HN)**

Prerequisite: Interior Design I

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

#### **INTERIOR APPLICATIONS**

**FI532X0**

**1 CREDIT**

Prerequisite: Interior Design II

This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. 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 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.

#### **INTERIOR APPLICATIONS (HONORS)**

**FI535X0**

**1 CREDIT (HN)**

Prerequisite: Interior Design II

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

#### **PERSONAL FINANCE**

**BF052X0**

**1 CREDIT**

Prerequisite: None

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 in this course. 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 (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **PARENTING AND CHILD DEVELOPMENT**

**FE602X0**

**1 CREDIT**

Prerequisite: None

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

**EARLY CHILDHOOD EDUCATION I****FE112X0****2 CREDITS**

Prerequisite: Parenting and Child Development is recommended as preparation for this course and students must be 16 by October 1\*\* or 16 by the start date for the course.

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship 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.

\*\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date for the course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**EARLY CHILDHOOD EDUCATION II\*****FE122X0****2 CREDITS**

Prerequisite: Early Childhood Education I and students must be 16 by October 1\*\* or 16 by the start date of the course.

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship 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.

\*\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date of the course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**EARLY CHILDHOOD EDUCATION II (HONORS)\*****FE125X0A****2 CREDITS(HN)**

Prerequisite: Early Childhood Education I and students must be 16 by October 1\* or 16 by the start date of the course.

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

**FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES****CS952X0D****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

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

**HEALTH SCIENCE EDUCATION****BIOMEDICAL TECHNOLOGY I****HB112X0****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.

**BIOMEDICAL TECHNOLOGY II****HB122X0****1 CREDIT**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in the 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 Occupation Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essentials standards and workplace readiness skills through authentic experiences.

**BIOMEDICAL TECHNOLOGY II (HONORS)****HB125X0****1 CREDIT**

Prerequisite: Biomedical Technology I

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

**HEALTH TEAM RELATIONS****HU102X0****1 CREDIT**

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in 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 to authentic experiences.

#### **HEALTH SCIENCE I**

**HU402X0**

**1 CREDIT**

Prerequisite: Biology is recommended as a preparation for this course

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. 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.

#### **HEALTH SCIENCE II\***

**HU422X0**

**1 CREDIT**

Prerequisite: Health Science I or Medical Science I

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, 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.

#### **HEALTH SCIENCE II (HONORS)\***

**HU425X0**

**1 CREDIT (HN)**

Prerequisite: Health Science I or Medical Science I

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

#### **PHARMACY TECHNICIAN (HONORS)**

**HH325X0**

**1 CREDIT (HN)**

Maximum Enrollment: 10\*\*

Prerequisite: Health Science II or Medical Science II

Recommended for grade 12, spring semester

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

\*\*CTE will fund up to 10 students per school.

#### **HEALTH SCIENCE ADVANCED STUDIES**

**CS952X0E**

**1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

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

### **MARKETING AND ENTREPRENEURSHIP EDUCATION**

#### **PERSONAL FINANCE**

**BF052X0**

**1 CREDIT**

Prerequisite: None

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 (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **PRINCIPLES OF BUSINESS AND FINANCE**

**BF102X0**

**1 CREDIT**

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content to current/real world topics. 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) and 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**

**MM512X0**

**1 CREDIT**

Prerequisite: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and 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.

#### **MARKETING MANAGEMENT\***

**MA522X0**

**1 CREDIT**

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising

Recommended for Grades 10-12

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business decisions. English language arts and social studies are reinforced throughout the course. 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. 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.

#### **MARKETING MANAGEMENT (HONORS)\***

**MA525X0**

**1 CREDIT(HN)**

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising

Recommended for Grades 10-12

In addition to the standard course requirements for Marketing Management, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

#### **ENTREPRENEURSHIP I\***

**ME112X0**

**1 CREDIT**

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance

Recommended for Grades 10-12

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

#### **ENTREPRENEURSHIP I (HONORS)\***

**ME115X0**

**1 CREDIT(HN)**

Prerequisite: MM51 Marketing or BF05 Personal Finance or BF10 Principles of Business and Finance

Recommended for Grades 10-12

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

#### **ENTREPRENEURSHIP II**

**ME122X0**

**1 CREDIT**

Prerequisite: ME11 Entrepreneurship I

Recommended for Grades 11-12

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts 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) and 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.

#### **ENTREPRENEURSHIP II (HONORS)**

**ME125X0**

**1 CREDIT (HN)**

Prerequisite: ME11 Entrepreneurship I

Recommended for Grades 11-12

In addition to the standard course requirements for Entrepreneurship II, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

#### **FASHION MERCHANDISING**

**MI212X0**

**1 CREDIT**

Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science 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) and 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.

#### **SPORTS AND ENTERTAINMENT MARKETING I**

**MH312X0**

**1 CREDIT**

Prerequisite: None

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

#### **SPORTS AND ENTERTAINMENT MARKETING II\***

**MH322X0**

**1 CREDIT**

Prerequisite: MH31 Sports and Entertainment Marketing I

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. 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.

#### **SPORTS AND ENTERTAINMENT MARKETING II (HONORS)\***

**MH325X0**

**1 CREDIT(HN)**

Prerequisite: MH31 Sports and Entertainment Marketing I

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

#### **HOSPITALITY AND TOURISM\***

**MH422X0**

**1 CREDIT**

Prerequisite: MM51 Marketing or BF10 Principles of Business and Finance or MH31 Sports and Entertainment Marketing I

Recommended for Grades 10-12

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English language arts, mathematics, social studies, and technology 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.

#### **HOSPITALITY AND TOURISM (HONORS)\***

**MH425X0**

**1 CREDIT(HN)**

Prerequisite: MM51 Marketing or BF10 Principles of Business and Finance or MH31 Sports and Entertainment Marketing I

Recommended for Grades 10-12

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

#### **STRATEGIC MARKETING**

**MU922X0**

**1 CREDIT**

Prerequisite: None

Recommended for Grades 11-12

This fast-paced course challenges students by combining into one course the content taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. 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 the 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 experience.

#### **STRATEGIC MARKETING (HONORS)**

**MU925X0**

**1 CREDIT (HN)**

Prerequisite: None

Recommended for Grades 11-12

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

#### **MARKETING AND ENTREPRENEURSHIP ADVANCED STUDIES**

**CS952X0G**

**1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster, one of which must be a Completer course

Recommended for Grades 11-12

This culminating course is for juniors and seniors who have earned two technical credits in Marketing and Entrepreneurship Education, one of which is a Completer course, in one Marketing and Entrepreneurship Education Career Cluster. The Advanced Studies course must augment the content of the Completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the Completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students will demonstrate their abilities to use 21st century skills. 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.

### **TECHNOLOGY ENGINEERING AND DESIGN**

#### **SCIENTIFIC AND TECHNICAL VISUALIZATION I**

**TS212X0**

**1 CREDIT**

Prerequisite: None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **SCIENTIFIC AND TECHNICAL VISUALIZATION II\***

**TS222X0**

**1 CREDIT**

Prerequisite: Scientific and Technical Visualization I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **SCIENTIFIC AND TECHNICAL VISUALIZATION II (HONORS)\***

**TS225X0**

**1 CREDIT (HN)**

Prerequisite: Scientific and Technical Visualization I

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

#### **PRINCIPLES OF TECHNOLOGY I**

**TE212X0**

**1 CREDIT**

Prerequisite: None

This course provides a project based learning approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math I and Technology Engineering and Design are recommended as preparation for this course.

#### **PRINCIPLES OF TECHNOLOGY I (HONORS)**

**TE215X0**

**1 CREDIT**

Prerequisite: None

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

#### **PRINCIPLES OF TECHNOLOGY II\***

**TE222X0**

**1 CREDIT**

Prerequisite: Principles of Technology I

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PRINCIPLES OF TECHNOLOGY II (HONORS)\***

**TE225X0**

**1 CREDIT (HN)**

Prerequisite: Principles of Technology I

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

**PLTW INTRODUCTION TO ENGINEERING DESIGN (HONORS)**

**TP115X0**

**1 CREDIT**

Prerequisite: None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PLTW PRINCIPLES OF ENGINEERING (HONORS)**

**TP125X0**

**1 CREDIT**

Prerequisite: None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PLTW DIGITAL ELECTRONICS (HONORS)\***

**TP215X0**

**1 CREDIT**

Prerequisite: None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. Art, English language arts, mathematics and science 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PLTW CIVIL ENGINEERING AND ARCHITECTURE (HONORS)\***

**TP235X0**

**1 CREDIT**

Prerequisite-Introduction to Engineering Design PLTW

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PLTW AEROSPACE ENGINEERING\***

**TP252X0**

**1 CREDIT**

Prerequisite: Introduction to Engineering Design PLTW

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PLTW AEROSPACE ENGINEERING (HONORS)\***

**TP255X0**

**1 CREDIT (HN)**

Prerequisite: Introduction to Engineering Design PLTW

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

**PLTW ENGINEERING DESIGN AND DEVELOPMENT**

**TP312X0**

**1 CREDIT**

Prerequisite: Introduction to Engineering Design PLTW

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable skill set for students in the future. 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **TECHNOLOGY ENGINEERING AND DESIGN**

**TE112X0**

**1 CREDIT**

Prerequisite: None

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have taken 8110 Fundamentals of Technology should not be enrolled in this course.

#### **TECHNOLOGICAL DESIGN\***

**TE122X0**

**1 CREDIT**

Prerequisite: Fundamentals of Technology or Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **TECHNOLOGICAL DESIGN (HONORS) \***

**TE125X0**

**1 CREDIT (HN)**

Prerequisite: Fundamentals of Technology or Technology Engineering and Design

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

#### **GAME ART DESIGN\***

**TS312X0**

**1 CREDIT**

Prerequisite: Scientific and Technical Visualization I

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **GAME ART DESIGN (HONORS)\***

**TS315X0**

**1 CREDIT (HN)**

Prerequisite: Scientific and Technical Visualization I

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

#### **ADVANCED GAME ART DESIGN**

**TS322X0**

**1 CREDIT**

Prerequisite: Game Art and Design

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **TECHNOLOGY ADVANCED STUDIES**

**CS952X0H**

**1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

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

Technology Student Association (TSA) 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**

### **INTRODUCTION TO AUTOMOTIVE SERVICE**

**IT112X0**

**1 CREDIT**

Prerequisite: None

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

### **AUTOMOTIVE SERVICE I**

**IT162X0**

**1 CREDIT**

Prerequisite: IT11 Automotive Service

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drive train, engine, HVAC and steering, suspension system, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

### **AUTOMOTIVE SERVICE II**

**IT172X0**

**1 CREDIT**

Prerequisite: IT16 Automotive Service I

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

### **AUTOMOTIVE SERVICE III**

**IT182X0**

**1 CREDIT**

Prerequisite: IT17 Automotive Service II

This course builds on the knowledge and skills introduced in Automotive Service I and II. Building advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

### **CORE AND SUSTAINABLE CONSTRUCTION**

**IC002X0**

**1 CREDIT**

Prerequisite: None

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, 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. Common Core Math II is recommended as preparation for this course.

### **CARPENTRY I**

**IC212X0**

**1 CREDIT**

Prerequisite: Core and Sustainable Construction

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. 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 National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

### **CARPENTRY II\***

**IC222X0**

**1 CREDIT**

Prerequisite: Carpentry I

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. 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 National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

### **CARPENTRY II (HONORS)\***

**IC225X0**

**1 CREDIT (HN)**

Prerequisite: Carpentry I

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

### **CARPENTRY III**

**IC232X0**

**1 CREDIT**

Prerequisite: Carpentry II

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. 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 National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

**MASONRY I** **IC112X0** **1 CREDIT**  
Prerequisite: Core and Sustainable Construction

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MASONRY II** **IC122X0** **1 CREDIT**  
Prerequisite: Masonry I

This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Common Core Math II is recommended as preparation for this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MASONRY II (HONORS)\*** **IC125X0** **1 CREDIT (HN)**  
Prerequisite: Masonry I

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

**MASONRY III** **IC132X0** **1 CREDIT**  
Prerequisite: Masonry II

This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. 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 National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

**DIGITAL MEDIA I** **IA312X0** **1 CREDIT**  
Prerequisite: None

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

**ADVANCED DIGITAL MEDIA\*** **IA322X0** **1 CREDIT**  
Prerequisite: Digital Media

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ADVANCED DIGITAL MEDIA\* (HONORS)** **IA325X0** **1 CREDIT (HN)**  
Prerequisite: Digital Media

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

**ADOBE VISUAL DESIGN** **II312X0** **1 CREDIT**  
Prerequisite: None

This course covers the Adobe curriculum course, Visual Design. The course content includes the following applications: Adobe Photoshop, Adobe In-design, and Adobe Illustrator. 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 Adobe Photoshop certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **ADOBE DIGITAL DESIGN**

**II322X0**

**1 CREDIT**

Prerequisite: Adobe Visual Design

This course covers the Adobe curriculum course, Digital Design. The course content includes the following applications: Adobe Dreamweaver and Adobe Flash. 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 Adobe Dreamweaver and Adobe Flash certifications. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **ADOBE VIDEO DESIGN**

**II332X0**

**1 CREDIT**

Prerequisite: Adobe Digital Design

This course covers the Adobe curriculum course, Video Design. The course content includes the following application, Adobe Premier. 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 Adobe Premier Certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **DRAFTING I**

**IC612X0**

**1 CREDIT**

Prerequisite: None

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, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **DRAFTING II - ARCHITECTURAL\***

**IC622X0**

**1 CREDIT**

Prerequisite: Drafting I

This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **DRAFTING II - ARCHITECTURAL (HONORS)\***

**IC625X0**

**1 CREDIT (HN)**

Prerequisite: Drafting I

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

#### **DRAFTING III - ARCHITECTURAL (HONORS)**

**IC635X0**

**1 CREDIT (HN)**

Prerequisite: Drafting II - Architectural

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

#### **DRAFTING II - ENGINEERING\***

**IV222X0**

**1 CREDIT**

Prerequisite: Drafting I

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **DRAFTING II - ENGINEERING (HONORS)\***

**IV225X0**

**1 CREDIT (HN)**

Prerequisite: Drafting I

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

#### **DRAFTING III – ENGINEERING (HONORS)**

**IV235X0**

**1 CREDIT**

Prerequisite: Drafting II - Engineering

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences Common Core Math II is recommended as preparation for this course.

### **INTRODUCTION TO GRAPHIC COMMUNICATIONS**

**IA112X0**

**1 CREDIT**

Prerequisite: None

This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **DIGITAL FILE PREPARATION\***

**IA122X0**

**1 CREDIT**

Prerequisite: Introduction to Graphic Communications

This course focuses on the digital aspects of designing and programming needed in the digital printing age. Knowledge needed in this area requires students to understand the basic concepts and procedures in each step of file preparation. Students learn about file-related issues and to demonstrate various skills in creating and exporting images and laying out a page in appropriate software. Presses are not required. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **DIGITAL FILE PREPARATION (HONORS)\***

**IA125X0**

**1 CREDIT (HN)**

Prerequisite: Introduction to Graphic Communications

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

### **PRINT ADVERTISING AND DESIGN**

**IA132X0**

**1 CREDIT**

Prerequisite: Digital File Preparation

This course covers digital aspects of designing and programming needed in the digital printing industry. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **NETWORK ENGINEERING TECHNOLOGY I**

**II112X0**

**1 CREDIT**

Prerequisite: None

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **NETWORK ENGINEERING TECHNOLOGY II (HONORS)\***

**II125X0**

**1 CREDIT (HN)**

Prerequisite: Network Engineering Technology I

This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **NETWORK ENGINEERING TECHNOLOGY III (HONORS)**

**II135X0**

**1 CREDIT (HN)**

Prerequisite: Network Engineering Technology II

This course provides content for advanced networking engineering. Content includes networking in the Enterprise including infrastructure, switching, addressing, routing, WAN Links, filtering traffic, troubleshooting, design concepts, network requirements, identification of application impacts on network design, creating the design, prototyping, and preparing the proposal. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses both CCNA Discovery -Introducing Routing and Switching in the Enterprise curriculum and CCNA Discovery -Designing and Supporting Computer Networks curriculum. These courses must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, High School Program Planning Guide 2015-2016

cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **COMPUTER ENGINEERING TECHNOLOGY I**

**II212X0**

**1 CREDIT**

Prerequisite: None

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **COMPUTER ENGINEERING TECHNOLOGY II\***

**II222X0**

**1 CREDIT**

Prerequisite: Computer Engineering Technology I

This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **COMPUTER ENGINEERING TECHNOLOGY II (HONORS)\***

**II225X0**

**1 CREDIT (HN)**

Prerequisite: Computer Engineering Technology I

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

#### **CTE TRADE AND INDUSTRIAL ADVANCED STUDIES**

**CS952X0J**

**1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

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

### **PROJECT MANAGEMENT**

The Project Management course can be taught by any Career and Technical Education teacher, except for Health Sciences teachers.

#### **PROJECT MANAGEMENT I**

**CS112X0**

**1 CREDIT**

Prerequisite: None

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, and mathematics are reinforced throughout the course. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **WORK-BASED LEARNING**

Work-based learning (WBL) experiences are a valuable component of the Career and Technical Education Program. Students who participate in these learning experiences are better prepared to be career-focused and globally competitive. The range of experiences available can be illustrated as a spectrum -- from limited career exploration to in-depth work assignments.

Job Shadowing - Community Service Learning - Internships - Cooperative Education - Apprenticeships

To obtain more information concerning work-based learning, contact the high school Career Development Coordinator (CDC) and visit the following web page: [www.wcpss.net/school\\_to\\_career/work\\_based\\_learning](http://www.wcpss.net/school_to_career/work_based_learning)

### **INTERNSHIPS**

#### **CTE INTERNSHIP**

**CS972X0A**

**1 CREDIT**

Prerequisite: None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 credit.



**COOPERATIVE EDUCATION**

Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year. A student must complete a minimum of 135 hours in a work-based experience. In addition to the standards defined in the Cooperative Education Policies and Procedures Manual, the following standards must be followed:

The following is a list of the available Cooperative Education course numbers (Schools must request additional coop numbers as appropriate):

<b>BUSINESS MANAGEMENT COOPERATIVE</b>	<b>BB406X0</b>	<b>1 CREDIT</b>
<b>MARKETING COOPERATIVE</b>	<b>MM516X0</b>	<b>1 CREDIT</b>
<b>MARKETING MANAGEMENT COOPERATIVE</b>	<b>MA526X0</b>	<b>1 CREDIT</b>
<b>PROSTART I COOPERATIVE</b>	<b>FH716X0</b>	<b>1 CREDIT</b>
<b>PROSTART II COOPERATIVE</b>	<b>FH726X0</b>	<b>1 CREDIT</b>

**APPRENTICESHIP**

The high school apprenticeship program integrates academic instruction, structured technical training, and paid, on -the-job experience. A student must be at least 16 years of age and achieve a minimum of 135 hours in a work-based experience to receive one course credit while pursuing a high school diploma. All WCPSS apprentice positions are registered with the NC Department of Labor.

**CTE APPRENTICESHIP****CS962X0****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

## ENGLISH LANGUAGE ARTS COURSES

Previous performance in English language arts courses and teacher recommendation should be considered in course selection.

### CHOICES FOR REQUIRED ENGLISH COURSES

<b>ENGLISH I</b>	<b>10212X0</b>	<b>1 CREDIT</b>
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This academic course is designed for the student who aspires to post-secondary college or career experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

<b>ENGLISH I (HONORS)</b>	<b>10215X0</b>	<b>1 CREDIT (HN)</b>
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This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

<b>ENGLISH II</b>	<b>10222X0</b>	<b>1 CREDIT</b>
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Prerequisite: English I

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

<b>ENGLISH II (HONORS)</b>	<b>10225X0</b>	<b>1 CREDIT (HN)</b>
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Prerequisite: English I

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

<b>ENGLISH III</b>	<b>10232X0</b>	<b>1 CREDIT</b>
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Prerequisite: English II

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

<b>ENGLISH III (HONORS)</b>	<b>10235X0</b>	<b>1 CREDIT (HN)</b>
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Prerequisite: English II

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

<b>ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION</b>	<b>1A007X0</b>	<b>1 CREDIT (AP)</b>
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Prerequisite: English II

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

<b>ENGLISH IV</b>	<b>10242X0</b>	<b>1 CREDIT</b>
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Prerequisite: English III

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

<b>ENGLISH IV (HONORS)</b>	<b>10245X0</b>	<b>1 CREDIT (HN)</b>
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Prerequisite: English III

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

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****1A017X0****1 CREDIT (AP)**

Prerequisite: English III

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

**THE PAIDEIA PROGRAM – Required Course Options**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
<b>10212X0P</b>	<b>10222X0P</b>	<b>10232X0P</b>	<b>10242X0P</b>	<b>1 CREDIT</b>
<b>10215X0P (HN)</b>	<b>10225X0P (HN)</b>	<b>10235X0P (HN)</b>	<b>10245X0P (HN)</b>	<b>1 CREDIT (HN)</b>

The Paideia Program, an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal*, encourages students to think across subject areas and curriculum boundaries. These courses develop students' critical and analytical thinking skills. Great classics, modern works of literature, and original documents are studied within the appropriate historical framework. Teachers use traditional didactic means, weekly seminars, and supervised practice referred to as coaching. The Paideia Program is a two-credit course that covers the English and social studies requirements at each grade level. Students must also register for the corresponding Paideia social studies course.

**ENGLISH ELECTIVE COURSES****ADVANCED FORENSICS (HONORS)****10185X0A****1CREDIT (HN)**

Recommended prerequisite(s): Speech I and II

This third level of speech and debate invites students to specialize in one or more events sponsored by the National Forensics League even as they deepen their exposure, knowledge, and experience in all of the main events. Thus, the course work maintains a tight balance between independently-driven projects and whole class activities, with the highest expectations for careful preparation, deep and purposeful research, and polished performance. Students will be encouraged to participate in competitive events through the National Forensics League.

**ADVANCED RESEARCH AND FORENSICS (HONORS)****10185X0B****1 CREDIT (HN)**

Recommended prerequisite: Advanced Forensics (Honors)

This fourth level of speech and debate offers a depth of expertise in the historical and philosophical foundations of the subject, as students study moral philosophy to foster their mastery of debate and aesthetic performance theories to further their success in speech and theater. In addition to participating in class in all speech and debate events sponsored by the National Forensics League, students enrolled in this course will develop independent research projects to share with beginning and intermediate students, solidifying their roles as leaders in the field. Students will be encouraged to participate in competitive events through the National Forensics League.

**AFRICAN AMERICAN LITERATURE****10252X0A****1 CREDIT**

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

**AFRICAN AMERICAN LITERATURE (HONORS)****10255X0J****1 CREDIT (HN)**

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

**ARGUMENT THEORY AND PRACTICE (HONORS)****10185X0D****1 CREDIT (HN)**

This honors-level course is designed to challenge students to examine argumentation closely and critically. Students will think globally about the history and theories of argument, use critical analysis as they apply new learning to complex texts and consider the elements of argument theory while crafting original writing.

**CREATIVE WRITING I****10252X0D****1 CREDIT**

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

**CREATIVE WRITING I (HONORS)****10255X0D****1 CREDIT (HN)**

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

<b>CREATIVE WRITING II</b> Recommended prerequisite(s): Creative Writing I	<b>10252X0H</b>	<b>1 CREDIT</b>
In this course students research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication and may be expected to participate in the publication of a school literary magazine.		
<b>CREATIVE WRITING II (HONORS)</b> Recommended prerequisite(s): Creative Writing I	<b>10255X0K</b>	<b>1 CREDIT (HN)</b>
This course is designed for students interested in exploring the Creative Writing II curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write extended and polished responses to course assignments, participate in peer review panels, and submit manuscripts for publication. They may also be expected to participate in local publication of a school literary magazine.		
<b>CULTURAL MEDIA LITERACY</b>	<b>10252X0E</b>	<b>1 CREDIT</b>
This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media.		
<b>CULTURAL MEDIA LITERACY (HONORS)</b>	<b>10255X0E</b>	<b>1 CREDIT (HN)</b>
This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, new media, the Internet, and literature. In addition to analyzing the role of media in shaping culture through a historical perspective, students can expect to design and develop their own research on modern media and its global effect on culture.		
<b>THE HUMAN EXPERIENCE (HONORS)</b>	<b>10255X0B</b>	<b>1 CREDIT (HN)</b>
This literature-based course is intended for those students interested in exploring different aspects of the human experience. Divided into five units, the course explores how, through literature, we approach and define our understanding of what it means to be human. By exploring how literature and other forms of writing approach art, history, philosophy, and religion, students will gain a better understanding of the human experience.		
<b>INTEGRATED READING</b> Recommended co-requisite: English I	<b>10252X0F</b>	<b>1 CREDIT</b>
This course is to be taught as a companion to English I and is designed for students who benefit from instruction in phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Students receive targeted instruction in reading at the same time they are taking English I in order to support their literacy growth in the context of opportunities to develop reading, writing, speaking, and viewing skills.		
<b>INTRODUCTION TO HIGH SCHOOL WRITING</b> Recommended for grade 9	<b>10252X0B</b>	<b>1 CREDIT</b>
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.		
<b>INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA</b>	<b>10312X0B</b>	<b>1 CREDIT</b>
This introductory course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues.		
<b>LEADERSHIP IN MEDIA I (HONORS)</b> Recommended prerequisite(s): Newspaper I/II (H); or Yearbook I/II (H); or Creative Writing I/II (H)	<b>10255X0C</b>	<b>1 CREDIT (HN)</b>
This Honors-level course provides advanced students with the environment to obtain leadership skills. Students successfully completing this course will be responsible for coaching and mentoring peers, setting and managing deadlines, leading instruction, having a cogent awareness of current trends within the medium, and producing a collaborative product that serves the school and community. This course is designed for students who have committed to leadership positions for school-wide publications, such as the school newspaper, yearbook, or literary magazine.		
<b>LEADERSHIP IN MEDIA II (HONORS)</b> Recommended prerequisite(s): Leadership in Media I (Honors)	<b>10255X0M</b>	<b>1 CREDIT (HN)</b>
In addition to the leadership skills required in Leadership in Media I, students in this honors course act in a supervisory role for not only their peers but also for emerging leaders within their staffs, conducting meetings, fostering creativity and productivity, and establishing a collaborative and communicative environment. Students will also be required to study a book independently on leadership. This course is designed for students who are committing to a second year of leadership for school-wide publications, such as the school newspaper, yearbook, or literary magazine.		
<b>NEWSPAPER I</b> Recommended prerequisite(s): Application and teacher recommendation	<b>10312X0G</b>	<b>1 CREDIT</b>
This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.		
<b>NEWSPAPER II</b> Recommended prerequisite(s): Newspaper I, application, and teacher recommendation	<b>10322X0B</b>	<b>1 CREDIT</b>
This second-level newspaper course is designed to help students refine their skills in interviewing and reporting. Students design and publish regular editions of the school newspaper. They also deepen their understanding of the business management aspect of the newspaper.		

<b>NEWSPAPER II (HONORS)</b>	<b>10325X0A</b>	<b>1 CREDIT(HN)</b>
Recommended prerequisite(s): Newspaper I, application, and teacher recommendation		
This honors course allows junior- and senior-level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit are required to fill an editor's position or take a leadership role on the publication staff. They participate in the construction and publication of the school newspaper and master additional editorial and technological skills. Editorial skills include planning an entire issue, copy editing, and completing portfolios of their work. The technological skills include mastering advanced layout and design of desktop publishing and mastering digital imagery and photo placement. Students may receive honors credit in Newspaper II Honors one time only.		
<b>NEWSPAPER III</b>	<b>10332X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Newspaper I and II and teacher recommendation		
Students who have completed Newspaper I and II and who desire to refine skills in writing, editing, imaging, finance, and printing may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.		
<b>NEWSPAPER III (HONORS)</b>	<b>10335X0</b>	<b>1 CREDIT(HN)</b>
Recommended prerequisite(s): Newspaper I, Newspaper II (Honors), and teacher recommendation		
This honors course provides advanced journalism students the opportunity to expand their portfolios (begun in Newspaper II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the publication staff. In addition, they refine writing, editing, imaging, finance, and printing skills. Students may receive honors credit in Newspaper III Honors one time only.		
<b>READING COMPETENCY</b>	<b>10252X0C</b>	<b>1 CREDIT</b>
This course is designed for students entering high school with an intervention plan based on their Level I or Level II score on the eighth grade End-of-Grade Reading Test. This course coaches students in reading skills, thinking skills, and test-taking skills that will enhance the ability to perform grade level work in English I and English II.		
<b>SAT VERBAL/MATH PREPARATION</b>	<b>96022X0A</b>	<b>1 CREDIT</b>
This course helps students prepare to take the verbal and math portions of the Scholastic Aptitude Test. Verbal preparation focuses on reading comprehension, vocabulary development, critical thinking, and analogies. Math preparation focuses on arithmetic, algebra, and geometry skills to answer the high-level questions that appear on the test. This course does not replace core English or math courses.		
<b>SHAKESPEARE</b>	<b>10252X0L</b>	<b>1 CREDIT</b>
In this course students enlarge and expand their knowledge of Shakespeare's plays by studying selected histories, comedies, and tragedies. Students also learn about the classical origins of Shakespeare's work, his influence on Western literature and culture, and relevant contemporary criticism of his dramas.		
<b>SHAKESPEARE (HONORS)</b>	<b>10255X0L</b>	<b>1 CREDIT (HN)</b>
Recommended prerequisite(s): English I and II		
This honors course provides students the opportunity to expand their knowledge of Shakespeare's plays through in-depth study and analysis of selected Shakespearean histories, comedies, and tragedies. Students also research the classical origins of Shakespearean works, Shakespeare's influences on Western literature and culture, and relevant contemporary criticism of his dramas.		
<b>SPEECH I</b>	<b>10142X0</b>	<b>1 CREDIT</b>
This course, designed for the beginning and experienced public speaker alike, helps all students excel as it cultivates a positive and supportive classroom environment in which students become comfortable in front of an audience of their peers, giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate.		
<b>SPEECH I (HONORS)</b>	<b>10145X0</b>	<b>1 CREDIT (HN)</b>
This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.		
<b>SPEECH II</b>	<b>10152X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Speech I		
This course hones public speaking skills so that students may more rewardingly engage in competitive speaking and debate. Class activities are modeled on local, statewide, and national events expected by the National Forensics League. Included are dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. Students who belong to a Speech and Debate Team will greatly benefit from this course, but all students who want to take their skills to the next level would derive much benefit and pleasure.		
<b>SPEECH II (HONORS)</b>	<b>10155X0</b>	<b>1 CREDIT(HN)</b>
Recommended prerequisite(s): Speech I Honors		
The Honors section of this course requires students to meet the rigorous and rewarding standards promoted by the National Forensics League. Students will explore all of the main events sponsored by the league: dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. In the process of honing their skills, students will be expected to delve more deeply into the art of argumentation and the resources available through advanced research.		
<b>STRUCTURED WRITING</b>	<b>10252X0J</b>	<b>1 CREDIT</b>
Recommended for grade 10		
This course is designed for students who need additional instruction in the writing process. Students work with focusing on the main idea, organization, support and elaboration, style, and grammar/conventions. Students who need specific writing instruction and conferencing, as well as students who experience difficulty in writing during English I or II, should take this course.		

<b>TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE</b>	<b>10252X0M</b>	<b>1 CREDIT</b>
This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of works, do research, and develop projects.		
<b>TWENTIETH CENTURY CLASSICS (HONORS)</b>	<b>10255X0R</b>	<b>1 CREDIT (HN)</b>
This literature-based course is intended for those students interested in exploring classics of modern literature. The course examines how literature connects to a variety of experiences such as coming of age, the search for purpose, the struggle of the outsider, the quest for dignity, and the place of humor. Within the course, students deepen their understanding of how to read, analyze, discuss, and write about sophisticated and difficult texts.		
<b>YEARBOOK I</b>	<b>10312X0A</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Application and teacher recommendation		
The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.		
<b>YEARBOOK II</b>	<b>10322X0H</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Yearbook I, application, and teacher recommendation		
The second-level yearbook course is designed to help students refine their skills in copywriting, proofing, photography, and layout planning. Students deepen their understanding of advertising.		
<b>YEARBOOK II (HONORS)</b>	<b>10325X0D</b>	<b>1 CREDIT(HN)</b>
Recommended prerequisite(s): Yearbook I and teacher recommendation		
This honors course is for junior- and senior-level publication staff members. Students are required to fill an editor's position or take a leadership role on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students may receive honors credit in Yearbook II Honors one time only.		
<b>YEARBOOK III</b>	<b>10332X0A</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Yearbook I, Yearbook II, and teacher recommendation		
Students who have completed Yearbook I and II and who desire to refine skills in planning, layout, and technology may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.		
<b>YEARBOOK III (HONORS)</b>	<b>10335X0A</b>	<b>1 CREDIT(HN)</b>
Recommended prerequisite(s): Yearbook I, Yearbook II (Honors), and teacher recommendation		
This honors course provides journalism students the opportunity to expand their portfolios (begun in Yearbook II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the yearbook staff. In addition, they increase technological skills and refine writing skills. Students may receive honors credit in Yearbook III Honors one time only.		

## ENGLISH AS A SECOND LANGUAGE PROGRAM

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

ESL I and ESL II are offered as two semester courses instead of year-long courses with one credit awarded for each semester. Students are allowed to take both semesters of ESL I and/or ESL II, but it is not a requirement. The ESL teacher is the best resource for making decisions regarding course changes.

<b>ESL I (SEMESTER COURSE)</b>	<b>10382X02 (PART I)</b>	<b>1 CREDIT</b>
	<b>10382X03 (PART II)</b>	<b>1 CREDIT</b>

This course is recommended for Comprehensive students who scored between Entering (Level 1) and Emerging (Level 2) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally utilize words, phrases or chunks of language with simple grammatical constructions and/or multiple related sentences with compound grammatical constructions within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

<b>ESL II (SEMESTER COURSE)</b>	<b>10382X04 (PART I)</b>	<b>1 CREDIT</b>
	<b>10382X05 (PART II)</b>	<b>1 CREDIT</b>

This course is recommended for Comprehensive/Moderate students who scored between Emerging (Level 2) and Developing (Level 3) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally perform the same language tasks as students in ESL I and/or working towards using expanded sentences to express multiple related ideas using repetitive grammatical structures and specific content language within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

<b>ESL III (SEMESTER COURSE)</b>	<b>10382X06</b>	<b>1 CREDIT</b>
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This course is recommended for Moderate students who scored between Developing (Level 3) and Expanding (Level 4) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally perform the same language tasks as students in ESL I and II and/or working towards creating organized, more complex sentences with varying grammatical structures using technical content-area language within both social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

<b>ESL IV (SEMESTER COURSE)</b>	<b>10382X07</b>	<b>1 CREDIT</b>
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This course is recommended for Moderate/Transitional students who scored between Expanding (Level 4) and Bridging (Level 5) on the Reading and Writing subtests of the W-APT or ACCESS tests.

Students in this course can generally perform the same language tasks as students in ESL I, II and III and/or working towards creating grammatically complex sentences that are organized, cohesive and coherent and contain technical and abstract content-area language within social and academic constructs.

This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

<b>ADVANCED LANGUAGE SUPPORT FOR ELLS</b>	<b>10382X08</b>	<b>1 CREDIT</b>
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This course is recommended for students who qualify for ESL IV when the course is not offered. This course will focus on the finer details of the English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Maximum class size should be less than 15.

<b>ESL NEWCOMER ACADEMY 1 (YEAR-LONG COURSE)</b>	<b>10382X0A (PART I)</b>	<b>1 CREDIT</b>
	<b>10382X0B (PART II)</b>	<b>1 CREDIT</b>

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level. This course is not available at all schools.

<b>ESL NEWCOMER ACADEMY 2 (YEAR-LONG COURSE)</b>	<b>10382X0D (PART I)</b>	<b>1 CREDIT</b>
	<b>10382X0E (PART II)</b>	<b>1 CREDIT</b>

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level. This course is not available at all schools.

\*Please note that using the proficiency level of the students for placement in each course is a general guideline. Student placement should be made based upon individual student need.

## **HEALTHFUL LIVING COURSES**

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

### **REQUIRED COURSE**

#### **HEALTHFUL LIVING I**

**60492X0****1 CREDIT**

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

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

### **PHYSICAL ACTIVITY-BASED ELECTIVE COURSES**

#### **ADVENTURE EDUCATION**

**60292X0G****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

This course is based on the outdoor education model "Project Adventure" and is designed to provide opportunities for students to make positive choices, gain self-confidence, and challenge themselves to go beyond their perceived boundaries. Project Adventure empowers youth to experience and practice leadership, teamwork, problem-solving, and conflict resolution. Students participate in activities (dependent on school resources) such as orienteering, low ropes courses, team-building initiatives, cooperative games (New Games), and other activities. The students learn to work more effectively with others, stimulate creative thinking, and foster team building, self-confidence, and leadership skills. There is also a special focus for students interested in participating in triathlons.

#### **PHYSICAL FITNESS I**

**60602X0****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

#### **PHYSIOLOGY AND FITNESS OF WELL-BEING (HONORS PERSONAL FITNESS)**

**60625X0****1 CREDIT**

Recommended prerequisite(s) Healthful Living I, Personal Fitness I

This course is designed to challenge highly motivated individuals to understand, apply, and achieve levels of improvement in personal fitness and nutrition. Students will through use of various technology tools collect data, chart and analyze their personal levels of physical fitness centered on the (5) Components of Health-Related Fitness. The course will allow students to create and implement personal fitness plans for the course by using the FITT formula. Various self-assessments and analysis will be conducted through reflectively writing those changes that occur in body composition. Students will develop a deeper understanding of the correlation between exercise, nutrition and its lifetime benefits such as the curtailing of obesity and type II diabetes. Students will explore at an intense level the following: Trifit System, heart monitors, core strength training, and research-based topics.

#### **PHYSICAL FITNESS II**

**60612X0****1 CREDIT**

Recommended prerequisite(s): Personal Fitness I with teacher recommendation

This course involves continued participation in aerobics, step aerobics, and weight lifting. Other topics such as nutrition and muscle physiology are studied. Personal improvement through an individualized exercise and nutrition plan is stressed in this valuable course. This includes the five components of physical fitness: flexibility, muscular strength and endurance, body composition, and cardiovascular training.

#### **WEIGHT TRAINING AND CONDITIONING I**

**60292X0A****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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

#### **WEIGHT TRAINING AND CONDITIONING II**

**60292X0B****1 CREDIT**

Recommended prerequisite(s): Weight Training and Conditioning I and teacher recommendation

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



**WEIGHT TRAINING AND CONDITIONING III****60292X0L****1 CREDIT**

Recommended prerequisite(s): Weight Training and Conditioning I &amp; II, and teacher recommendation

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

**TEAM SPORTS I****60292X0J****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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

**TEAM SPORTS II****60292X0K****1 CREDIT**

Recommended prerequisite(s): Team Sports I and teacher recommendation

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

**LIFETIME SPORTS I****60292X0D****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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

**LIFETIME SPORTS II****60292X0E****1 CREDIT**

Recommended prerequisite(s): Lifetime Sports I and teacher recommendation

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

**HEALTH & SCIENCE-BASED ELECTIVE COURSES****PERSONAL HEALTH & FITNESS****60092X0K****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

This course helps students obtain further up-to-date information in the areas of psychology, fitness and exercise, health environment, first aid, and safety. In this course, students will be certified in American Red Cross Community CPR and First Aid. They also develop a deeper understanding of high-interest health topics (nutrition and weight management, drug and alcohol addiction, eating disorders, and personal health issues), and how to develop and enhance cardiovascular and muscle strength and endurance through activities such as aerobics, step aerobics, and weight lifting. This course would be beneficial to students interested in life guarding, baby-sitting, and other personal health and safety careers. This is a good foundation course for students wishing to enroll in Sports Medicine I.

**COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE****60092X0G****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

This course offers an in-depth focus on first aid, safety, and emergency response. Students will be certified in Community First Aid and Safety (Adult/Child/Infant CPR and basic first aid are the main components) or Emergency Response (CPR for the professional rescuer, emergency response, and an Automatic External Defibrillator (AED) section are the main components.) This course would be beneficial to students interested in "First Responder" and safety careers. This is a good foundation course for students wishing to enroll in Sports Medicine I.

**SPORTS MEDICINE I****60632X0****1 CREDIT**

Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness, and sponsoring teacher recommendation. Recommended for grades 11 and 12.

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

**SPORTS MEDICINE II****60642X0****1 CREDIT**

Recommended prerequisite(s): Sports Medicine I and sponsoring teacher recommendation

Recommended for grades 11 and 12.

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

**SPORTS MEDICINE III HONORS****60655X0****1 CREDIT**

Pre-requisite: Successful completion of Sports Med. 1 &amp; 2 and teacher referral

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

**SPORTS MEDICINE IV HONORS****60665X0****1 CREDIT**

Recommended prerequisite(s): Sports Medicine III and sponsoring teacher recommendation

Recommended for grades 11 and 12.

Sports Medicine IV Honors provides global exploration of important health topics through a societal lens. This course can only be taught by a nationally certified athletic trainer.

This is a two part course. The first portion is a student driven research project of a predetermined instructor assigned health topic that is encountered in the field of athletic training. Small student learning groups will independently research their topic to an extensive level in order to create a product that is used to educate their peers. The product must include hands-on learning activities, delivery of content that utilizes technology, and a summative assessment tool.

The second portion of the course requires the American Red Cross (ARC) certified instructor to lead students through the process of Emergency Response certification. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification.

This course expands on the state standards for Healthy Living and Biology and infuses clinical application of medical skills and health literacy.

**LEADERSHIP-BASED ELECTIVE COURSES****SPORTS MANAGEMENT/OFFICIATING****60092X0E****1 CREDIT**

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

This course is designed for students interested in learning and implementing the skills necessary to officiate individual and team sports. This course is valuable for students wishing to pursue potential officiating jobs in the fields of community recreation or youth sports. Opportunities for practical sports management skills (field/facility care, operations, public relations), as well as other community and school service activities are emphasized.

**METHODS OF COACHING****60092X0M****1 CREDIT**

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

This course provides a firsthand insight into the world of coaching. Students will interview and shadow successful coaches, athletic directors, and trainers. This course had a special focus on the planning and implementation of an athletic season from pre-season conditioning and goals, tryouts, in-season practice, schedules, developing game plans, and coaching for specific game situations. Students learn the administrative duties of budgeting, planning transportation, facility management, and general operations (promotions and fundraising). A recommended reading list includes books such as It's Not About the Bike by Lance Armstrong, Born to Coach by Rick Pitino, and Leading with the Heart by Coach K.

**STUDENT LEADERSHIP****60292X0H****1 CREDIT**

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

This course includes the development of advanced skills and knowledge in all areas of the physical education program, enhancing student's self-esteem and self-awareness, as well as developing communication and social interaction skills while gaining leadership abilities. Students spend a major portion of class time serving as student physical education assistants in regular and special classes and assist with extracurricular activities. Leadership opportunities help students become more knowledgeable about careers in recreation, physical education, and athletics. This is a good foundation course for students wishing to enroll in PEPI I or Peer Discovery I.

**PEER DISCOVERY I****60092X0B****1 CREDIT**

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

Recommended for grades 11 and 12.

This course is designed as a prevention program to train high school students for peer and cross-age (elementary and middle school) helping and educational experiences. Objectives include enhancing students' self-esteem, self-awareness, communication and social interaction skills, and leadership qualities. Course instruction includes a half-semester of lectures and experimental experiences. During the remainder of the course, students act as small group leaders, peer helpers, or activity leaders. The course includes interacting with a variety of students from various backgrounds. Peer leaders are selected on the basis of maturity and sense of responsibility.

**PEER DISCOVERY II****60092X0D****1 CREDIT**

Recommended prerequisite(s): Peer Discovery I and sponsoring teacher recommendation

Recommended for grades 11 and 12.

This course is open only to those students who have satisfactorily completed Peer Discovery I. Students may be involved in the following activities: acting as peer helpers during the training program for students in Peer Discovery I, serving as teacher assistants or guidance helpers for special projects at the high school level, and leading small groups or classes at the elementary and middle school levels. This leadership course is designed for students interested in careers related to teaching or counseling.

**PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)****60292X0T****1 CREDIT**

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation.

Recommended for grades 11 and 12.

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

**PEPI II****60292X0U****1 CREDIT**

Recommended prerequisite(s): PEPI I and teacher recommendation.

Recommended for grades 11 and 12.

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

## JROTC COURSES

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

### AIR FORCE JROTC COURSE DESCRIPTION

(Broughton and Sanderson High Schools only)

The mission of the AFJROTC program is to “Develop citizens of character dedicated to serving their nation and community.” The Air Force Junior Reserve Officer Training Course (AFJROTC) is designed as a four-year program. Although participation in the entire program is encouraged, students may take one to four years if desired. One year of Healthful Living credit is awarded to students who complete AFJROTC/Healthful Living I and AFJROTC/Healthful Living II. This fills the Healthful Living requirement for high school graduation.

Classes are fun, active and challenging. Classes meet with the same frequency as other full-credit classes. Regulation Air Force uniforms are issued free of charge and are worn once each week and for appropriate cadet functions. Trips to various military facilities are taken throughout the year to observe military operations first hand. Supervised orientation flights aboard military aircraft are offered when available from supporting military bases. The cadet corps color guard and drill teams compete against other JROTC units throughout the state and perform at school and community events. Returning cadets are offered an opportunity to attend a Summer Cadet Officer Leadership School. Corps’ activities and class work are designed to build camaraderie among the cadets. Students are given the opportunity to build on their social and leadership skills in a variety of challenging and enjoyable activities.

**No military service obligation results from participation in the AFJROTC program.** Further, the AFJROTC program is not a recruiting platform for the U. S. Military Services. However, upon graduation, students with two or three years of AFJROTC, and who are otherwise qualified, may enlist in a branch of the military with advanced rank and pay. Students going on to college may qualify for three and four-year senior ROTC college scholarships, which pay for all tuition, fees and books, in addition to a tax-free stipend of \$300.00 each month for the scholarship holder.

#### **AFJROTC/HEALTHFUL LIVING I A**

**95012X0AA**

**1 CREDIT**

Recommended prerequisite(s): None

This is the introductory course to AFJROTC Aerospace Science and Leadership Education. Students develop skills and self-discipline through class instruction, hands-on activities, and military drill. Academic instruction covers the history of aviation. This course is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and logical thinking are taught. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one’s own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AFJROTC/Healthful Living I and AFJROTC/Healthful Living II.

#### **AFJROTC/HEALTHFUL LIVING I B**

**95012X0BB**

**1 CREDIT**

Recommended prerequisite(s): AFJROTC/Healthful Living I and teacher recommendation

This course is a continuation in the study of Aerospace Science and Leadership Education. Academic emphasis is on the aerospace environment, meteorology, flight physiology, and the principles of flight and navigation. Leadership emphasis is on understanding individual and group behavior, improving communication skills, and the introduction to leadership theories. Cadets are required to participate in physical education training and activities. Physical education components include fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. Health components include the study of assessing one’s own health, nutrition and weight management, substance abuse, and stress management. To receive Healthful Living credit, a cadet must successfully complete both AFJROTC/Healthful Living I and AFJROTC/Healthful Living II.

#### **JROTC II**

**95022X0BB**

**1 CREDIT**

Grade: 10 -12

Prerequisite: JROTC I Course (A & B)

Credit: 1.0 Per Semester – This course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC I. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. JROTC II provides self-assessments that help students determine their skill sets and opportunities to each using acceptable principles and methods of instruction. The performance standards in this course are based on the performance standards identified in the Curriculum Manager for the US Army JROTC.

#### **AFJROTC III**

**95032X0A**

**1 CREDIT**

Recommended prerequisite(s): AFJROTC I or II and teacher recommendation

This course is a continuation in the study of Aerospace Science and Leadership Education. Academic emphasis is on a multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America’s interest and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues are examined. The regional areas included in the course are Europe, the Middle East, South Asia, East Asia, Africa, and Latin America. The lessons include excellent videos to provide a window into life and issues within the regions, followed by a variety of hands-on activities created to engage the cadets. Readings are also available to set the stage for each lesson, along with workbook exercises suitable for in-class or homework assignments. Leadership emphasis is on life skills such as managing others, stress management, financial management, citizenship, and ethics. Third year cadets put leadership skills learned in AFJROTC I and II into practice by holding key leadership roles in the corps of cadets. Physical fitness continues to be important in the cadet’s development and is 20% of the curriculum.

**AFJROTC III (HONORS)****95035X0A****1 CREDIT(HN)**

Recommended prerequisite(s): AFJROTC II and teacher recommendation

This is an honors level course in applied leadership using the AFJROTC organization as a leadership laboratory. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. This course is designed to give the third-year cadet assigned to a mid-level leadership position a better understanding of leadership in small groups. As junior cadet leaders, these students will learn to analyze and determine the factors contributing to success and failure as they plan and execute projects and activities. Cadets in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as corps competitive drill team. Participation in numerous major group projects will be required to fulfill the product requirements of this course. Examples include the annual military ball and the corps competitive drill team (specific projects will be determined by the Senior Aerospace Science Instructors). This course provides the unit's cadet mid-level leaders the tools needed to effectively run the corps of cadets. This course is a continuation in the study of Aerospace Science and Leadership Education. Academic emphasis is on a multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues are examined. The regional areas included in this course are Europe, the Middle East, South Asia, East Asia, Africa, and Latin America. The lessons include excellent videos to provide a window into life and issues within the regions, followed by a variety of hands-on activities created to engage the cadets. Readings are also available to set the stage for each lesson, along with workbook exercises suitable for in-class or homework assignments. Leadership's emphasis is on life skills such as managing others, stress management, financial management, citizenship, and ethics. Third year honor's course cadets put leadership skills learned in AFJROTC I and II into practice by holding the top key leadership roles in the corps of cadets. Physical fitness continues to be important in the cadet's development and is 20% of the curriculum.

**AFJROTC IV****95042X0A****1 CREDIT**

Recommended prerequisite(s): AFJROTC III and teacher recommendation

This is the advanced course of Aerospace Science and Leadership Education for students who have successfully completed AFJROTC III. Subjects cover the basic elements of survival, principles of management, and preparation for life after high school. The fourth-year cadets apply leadership using AFJROTC organization as a basis for practical actions and analysis. Throughout the year, cadets manage all aspects of cadet corps activities. This hands-on experience affords senior cadets the opportunity to put theories into practice in communication, decision-making, personal interaction, managing, and organizing. A variety of historical leaders, leadership situations, and institutions are studied and cadets are required to write papers and make presentations on their research. Physical fitness continues to be important in the cadet's development and is 20% of the curriculum.

**AFJROTC IV (HONORS)****95045X0A****1 CREDIT (HN)**

Recommended prerequisite(s): AFJROTC III and teacher recommendation

This is an honors level course in applied leadership using the AFJROTC organization as a leadership laboratory. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. This course is designed to give the fourth-year cadets assigned to senior-leadership positions a better understanding of leadership through management of cadet corps. As senior cadet leaders, these students learn to analyze and determine the factors contributing to success and failure as they plan and execute corps projects and activities. A variety of leadership and management styles, personalities, and traits are studied. Cadets are required to read at least one book each quarter from the approved reading list and to present oral and written reports on their reading to the class. Weekly reading and writing assignments, along with classroom presentations, also are required based on selected readings from the AFJROTC IV course text. Cadet corps leaders in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team. Numerous major group projects are required to fulfill the product requirements of this course. Examples include the annual military ball and building the corps competitive drill team. (Specific projects are determined by the Senior Aerospace Science Instructors.) Physical fitness continues to be important in the cadet's development and is 20% of the curriculum.

## **ARMY**

(Wake Forest, Rolesville High School Millbrook High School, Enloe High School, Garner High School, and Knightdale High School)

The Army Junior Reserve Officer Training Course (AJROTC) is designed as a four year Leadership Education and Training (LET) program. The core requirements of the program are met by taking AJROTC I, AJROTC II, AJROTC III, AJROTC IV, consecutively, normally in the Fall semester. Cadets are afforded the opportunity to expand their AJROTC training in the Spring semester by enrolling in Leadership, Drill, and Ceremonies. The mission of Army JROTC is “to motivate young people to be better citizens.” Its purpose is to instill students with the values of citizenship, service to the community, personal responsibility, and a sense of accomplishment. Army JROTC offers student-centered classroom activities and outside-related experiences for the participants to acquire the knowledge, skills, self-discipline, patriotism, sense of responsibility, and respect for constituted authority that better prepare them for the future. Army JROTC classes are active, fun, and challenging. Classes offer academic challenges, practical leadership experience, marksmanship and physical training, and training in drill and ceremony. Regulation Army uniforms are issued to cadets free of charge and are required to be worn once each week, usually Wednesdays, and to appropriate cadet functions. Cadets are afforded the opportunity to participate in several extra-curricular activities such as Color Guard, drill team, marksmanship team, and raider team and as part of the Cadet Corps in community parades and special events. The Color Guard performs at varsity athletic events and several community, civic and veteran’s functions. The Color Guard and other special teams also compete against other AJROTC units throughout the area. Returning cadets are offered an opportunity to compete for the privilege of attending a one-week camp for leadership/adventure training. The extra-curricular activities are designed to build camaraderie and sense of belonging among the cadets. Cadets earn awards, ribbons, and rank based upon their overall participation and academic performance.

**No military service obligation is incurred from participation in the Army JROTC program.** There are, however, some significant benefits that cadets can earn with regard to advanced rank for enlistment, ROTC scholarships, and appointments to the military academies.

### **AJROTC/ HEALTHFUL LIVING I**

**95012X0A**

**1 CREDIT**

Recommended prerequisite(s): none

This is the introductory course to AJROTC Leadership Education Training (LET). Students develop leadership skills and self-discipline through classroom instruction, hands-on activities, drill and ceremonies. Academic instruction covers the history of the military and leadership theory. This course is interspersed with concise overviews of the principles of leadership, to include: basic principles of Citizenship in Action, Leadership Theory and Application, Foundations for Success, Drill and Ceremony, other citizenship and life management skills. Throughout the course, there are case studies readings, interactive videos, hands-on activities, and public speaking, in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and critical thinking are also taught. Cadets are required to participate in formal ceremonies, parades, adventure training, leadership applications; history and traditions of the military. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one’s own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AJROTC/Healthful Living I and AJROTC/Healthful Living II.

### **AJROTC/ HEALTHFUL LIVING II**

**95022X0B**

**1 CREDIT**

Required prerequisite(s): AJROTC/Healthful Living I and the Army Instructor recommendation

This course is a continuation in the study of Leadership and Education Training with the focus directed at achieving a healthy lifestyle, through skills and knowledge gained along the way. Leadership is a continued emphasis, specifically; understanding individual and group behavior, improving communication skills, and the introduction to leadership theories with reinforcing practical applications. The physical education components include: the Cadet Challenge fitness test, personal fitness, team sports, aerobics, outdoor education skills and Ballroom Dancing. Cadets are required to participate in a Service Learning project, physical education training and JROTC Leadership Challenge Summer Camp activities. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one’s own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AFJROTC/Healthful Living I and AFJROTC/Healthful Living II.

### **AJROTC III**

**95032X0A**

**1 CREDIT**

Recommended prerequisite(s): AJROTC II and teacher recommendation

This course is a continuation in the Leadership Education and Training program. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor’s approval only. Academic emphasis is concentrated on expanding upon the base of knowledge gained at the first and second levels. Studies include topics on the Nation’s defense forces and the federal judicial system. Foundations for success studies include conflict resolution, career planning, planning skills, financial planning, mediation, emotional intelligence and service learning. Other subject areas include orienteering, environmental awareness, and world geography. Cadets are given additional leadership training and are selected to fill leader and staff positions in the Cadet Organization, which affords them the opportunity to put their leadership skills into practice. Cadets are required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

### **AJROTC III (HONORS)**

**95035X0A**

**1 CREDIT (HN)**

Recommended prerequisite(s): AJROTC II and teacher recommendation

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor’s approval only. The course is designed to give the AJROTC III level cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC III academic instruction, the AJROTC III Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on the subject of leadership. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC II Honors one time only.

**AJROTC IV****95042X0A****1 CREDIT**

Recommended prerequisite(s): AJROTC III and teacher recommendation

This is an advanced course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed for cadets to assume and perform the responsibilities of leadership and staff positions. In their positions as senior leaders, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Academic instruction is geared to prepare cadets for life after high school. They are instructed in college and career planning, making a difference through community service, and creating a portfolio. The cadets are instructed in democracy and freedom, local government, and Presidential power and are required to stay abreast of local issues. They are also required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

**AJROTC IV (HONORS)****95045X0A****1 CREDIT (HN)**

Recommended prerequisite(s): AJROTC III and teacher recommendation

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the Fall. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC IV cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC IV academic instruction, the AJROTC IV Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on famous historical military leaders. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC IV Honors one time only.

**LEADERSHIP, DRILL, AND CEREMONIES****95022X0D****1 CREDIT**

Recommended prerequisite(s): AJROTC I and teacher recommendation

This course consists of advanced instruction in leadership, drill and ceremonies with particular emphasis on cadet participation in their earned leadership roles. This course is offered in the Spring semester only. In their leadership positions, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Instruction and practical application include the following topics: first aid, survival, and marksmanship. This is a physically active course, much of which is conducted outdoors.

**LEADERSHIP, DRILL, AND CEREMONIES (HONORS)****95025X0****1 CREDIT(HN)**

Recommended prerequisite(s): Army Science/Healthful Living Leadership, and I Drill and Ceremonies or AJROTC I and at least two years of successful drill team experience and the teacher's recommendation.

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student's leadership billets.

**NAVY**  
(Cary High School Only)

Navy Junior Reserve Officer Training Course (NJROTC) is designed as a four-year program. Participation is voluntary and cadets may choose to take a NJROTC course each semester or selectively as long as the prerequisite courses have been previously completed or permission of the NJROTC instructor is granted. One year of Healthful Living credit is awarded to students who complete Naval Science/Healthful Living I and Naval Science/Healthful Living II. This fulfills the Healthful Living requirement for high school graduation. NJROTC courses beyond level I are identified as advanced electives under the North Carolina Academic Scholars Program. NJROTC classes are challenging, active, and fun. The goal of the program is to prepare students to be good citizens and leaders. Classes meet one period daily and each course includes instruction on drill and physical fitness. The academic, drill, and physical fitness components of the curriculum are prepared by the U. S. Navy and textbooks are provided through the Chief of Naval Education and Training (CNET). The Navy provides textbooks and uniforms to each student free of charge. The uniforms must be worn once per week at a minimum and to other appropriate cadet functions as designated by the SNSI. **All students/parents are required to complete an annual health screening questionnaire and to have an annual Wake County Sports Physical no later than September 1st each school year.** All NJROTC courses have time during class devoted to drill and physical training. Trips to various military facilities provide a look at military personnel, equipment, training, and activities.

Naval Junior ROTC is a complete program and offers a variety of co-curricular competitive and non-competitive activities. The unit performs school, community, and unit service as well as performing in parades and in color guards at school and in the community. The unit also sponsors, voluntary, competitive, co-curricular teams in Academics, Color Guard, Drill, Field Team, Marksmanship (sport and precision division), Orienteering, and Physical Fitness. Cadets have opportunities annually to attend various summer camps to build their professional knowledge and enhance their skill. The co-curricular activities are designed to build camaraderie and a sense of belonging among the cadets and provide them opportunities to build their social and leadership skills in a variety of enjoyable and challenging activities. Cadets earn merit ribbons, medals and promotions based on their in class performance, co-curricular participation, and displayed followership and leadership. Superior participation in the co-curricular activities may result in earning a Cary High School Letter. Students who have participated in NJROTC one or more semesters, and who are committed to returning to another NJROTC course the following, semester may wear the uniform weekly (all day on uniform day and participation in other required events, inspections parades etc.) and remain eligible during the off semester for NJROTC extra-curricular activities.

**No military service obligation is incurred as a result of NJROTC participation.** There are, however, some significant benefits, which cadets can earn through participation and demonstrated success in NJROTC. These include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

**NJROTC/HEALTHFUL LIVING I**

**95012X0A**

**1 CREDIT**

The Naval Science/Healthful Living I curriculum includes Introduction to Leadership; Naval Ships; Mission and Organization; The Navy and the People in a Democracy; Maritime Geography; Sea Power; Naval History to 1860; Oceanography; Introduction to Navigation and Time; Basic Seamanship; and First Aid. Physical education components include fitness, training, personal fitness and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I and Naval Science Healthful Living II.

**NJROTC /HEALTHFUL LIVING II**

**95022X0B**

**1 CREDIT**

Recommended prerequisite(s): Naval Science/Healthful Living I and teacher recommendation

The Naval Science/Healthful Living II curriculum includes Leadership in NJROTC, Naval Orientation; Planning; Citizenship in a Democracy and Under Other Forms of Government; Naval History: 1860 through 1945; Naval Ships and Shipboard Evaluations; Naval Weapons: Gunnery, Guided Missiles and Mines; Navigation Fundamentals and Rules of the Road; Small Boat Seamanship; and Survival Training and Orienteering. Physical education components include fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and stress management. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I and Naval Science/Healthful Living II.

**NJROTC III**

**95032X0A**

**1 CREDIT**

Recommended prerequisite(s): Naval Science/Healthful Living II and teacher recommendation

This curriculum includes advanced instruction in Leadership, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1945 to the Gulf War, Meteorology and Weather, Naval Intelligence and National Security, Maneuver Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

**NJROTC III (HONORS)**

**95035X0A**

**1 CREDIT(HN)**

Recommended prerequisite(s): Naval Science/Healthful Living II and teacher recommendation

The Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Ship Board Organization and Watch Standing, Seamanship (to include both deck, equipment and small boat), Maine Navigation, Rules for the Road and Maneuvering Board, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. These studies focus on biographies of military, political, business, and industrial leaders and challenge students to analyze their endeavors. Case studies of battles and business are also included. Students are required to complete numerous independent readings and at least two books and two papers are required during the. This course is presented in an open discussion format. Students may receive honors credit in Naval Science III Honors one time only.



**NJROTC IV****95042X0A****1 CREDIT**

Recommended prerequisite(s): Naval Science III and teacher recommendation

Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The intent is to assist fourth year cadets in understanding leadership and applying it within the context of the unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success, throughout the year. A variety of historical leadership situations, institutions, and personalities are studied and cadets are required to write papers and make presentations about their research and findings. Preparation for the practical leadership course requires several sessions of orientation to ensure development of unit goals, procedures, and requirements. Weekly reading assignments from selected leadership texts are required along with classroom presentations. The cadets use this course to provide leadership and direction for the school's NJROTC unit.

**NJROTC IV (HONORS)****95045X0A****1 CREDIT(HN)**

Recommended prerequisite(s): Naval Science III and teacher recommendation

This is an honors level course in applied leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and project leadership are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership positions to better understand leadership and management through application in the context of the NJROTC unit. In their positions of leadership these students learn to analyze and determine the factors contributing to the varying degrees of success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities, and institutions. Cadets do extensive outside readings, prepare papers, and present oral presentations to the class. Preparation for the practical leadership applications requires weekly after school seminars and co-curricular participations. Two major projects per semester fulfill the "product requirement" for the course. Students are assigned participation and leadership roles for a variety of community services, school service, and unit service projects conducted by the NJROTC unit and selected jointly by the instructor and cadet leadership. This course specifically helps hone the training of unit leaders and provides a decision-making forum for the corps of cadets. Students may receive honors credit in Naval Science IV Honors one time only.

**LEADERSHIP, DRILL AND CEREMONIES****95022X0D****1 CREDIT**

Recommended prerequisite(s): Naval Science/Healthful Living I and teacher recommendation

Note: Students are allowed to take this course more than once and receive credit.

This course consists of advanced instruction in all levels Naval Service Drill and Ceremonies with particular emphasis on student participation in leadership roles at the Cadet Petty Officer, Chief Petty Officer, and Junior Officer level. Topics of instruction include: History of Military Customs, Courtesies, Etiquette, and Ceremonies, Squad, Platoon, Company and Battalion Drill and Ceremonies, Manual of Arms with the Sword, Guideon Manual, National and Organizational Flags and Color Guards, Parades, Inspection, Armed and Unarmed Exhibition Drill, and Personal and Unit Physical Fitness. This is a physically active course conducted outdoors.

**LEADERSHIP, DRILL, AND CEREMONIES (HONORS)****95025X0****1 CREDIT(HN)**

Prerequisites: Naval Science/Healthful Living I and Leadership, Drill and Ceremonies or NS-1 and at least two years of successful drill team experience and the teacher's recommendation.

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student's leadership billets.

## MATHEMATICS COURSES

The high school mathematics course of study is based upon the national Common Core State Standards for Mathematics (CCSS-M) adopted by the North Carolina State Board of Education in June, 2010. The Common Core Standards specify the mathematics that all students should study in order to be college and career ready. To see a complete list of standards please go to [www.corestandards.org](http://www.corestandards.org). The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at <http://tinyurl.com/csak7ez>.

<b>FUNDAMENTAL MATH I (ELECTIVE CREDIT)</b>	<b>28002X0B</b>	<b>1 CREDIT</b>
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Fundamental Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents); exponents and exponential notation; solving percent problems using proportions; integers; square roots; simplifying numerical and algebraic expressions; solving one-variable equations; linear relationships; and statistics. Students will solve relevant and authentic problems using manipulative and appropriate technology.

<b>INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)</b>	<b>20202X0</b>	<b>1 CREDIT</b>
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Introductory Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: simplifying expressions and solving one-variable equations and inequalities; one-variable statistics; different representation of functions; linear functions; the Pythagorean theorem; volume; solving systems of linear equations; graphing line of best fit; and operations with polynomials. Students will solve relevant and authentic problems using manipulates and appropriate technology.

<b>FOUNDATIONS OF MATH I (MATH IA) (ELECTIVE CREDIT)</b>	<b>20502X0</b>	<b>1 CREDIT</b>
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NOTE: This course should be paired with Math IB (21032X0B)

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.

<b>MATH IB</b>	<b>21032X0B</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Foundations of Math IA

Note: This course should be paired with Foundations of Math IA (20502X0)

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 Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

<b>MATH I</b>	<b>21032X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Mastery of the middle school mathematics curriculum

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

<b>SPECIAL TOPICS IN MATHEMATICS (ELECTIVE CREDIT)</b>	<b>28002X0D</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Marginal proficiency in Math I in 8 <sup>th</sup> grade		
Special Topics in Mathematics 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 Common Core Math I to reinforce crucial skills needed for Honors level courses. Students will also preview content for Honors Math II.		
<b>FOUNDATIONS OF MATH II (ELECTIVE CREDIT)</b>	<b>20512X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Marginal proficiency in Math I		
Foundations of Math II provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with Math II. Students will solve relevant and authentic problems using manipulatives and appropriate technology.		
<b>MATH II</b>	<b>22012X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Math I		
In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math II. The final exam is the North Carolina Final Exam for Math II.		
<b>MATH II (HONORS)</b>	<b>22015X0</b>	<b>1 CREDIT (HN)</b>
Recommended prerequisite(s): Math I		
In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors Math II explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math II. The final exam is the North Carolina Final Exam for Math II.		
<b>FOUNDATIONS OF MATH III (ELECTIVE CREDIT)</b>	<b>20522X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Marginal proficiency in Math II		
Foundations of Math III provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with Math III. Students will solve relevant and authentic problems using manipulatives and appropriate technology.		
<b>MATH III</b>	<b>23012X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): 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.		
<b>MATH III (HONORS)</b>	<b>23015X0</b>	<b>1 CREDIT (HN)</b>
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.		

## 4<sup>TH</sup> MATH COURSES

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

### **ESSENTIALS FOR COLLEGE MATH (SREB)**

**24082X0**

**1 CREDIT**

Recommended prerequisite(s): Marginal proficiency in Math III

Concepts explored in this course include exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics. Emphasis is on understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures: for example, why they should use a certain formula or method to solve a problem. This equips them with higher-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. Additionally, students are prepared for college level math assignments. This course is accepted as the fourth math for admission to UNC System institutions.

### **ADVANCED FUNCTIONS AND MODELING**

**24002X0**

**1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. **A student cannot receive math graduation credit for Advanced Functions and Modeling and Precalculus; one must count as an elective.** This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Advanced Functions and Modeling.

### **DISCRETE MATH**

**24012X0**

**1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. . The final exam is the North Carolina Final Exam for Discrete Math.

### **PRECALCULUS (HONORS)**

**24035X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): Honors Algebra II or Honors Math III

Precalculus is the Honors level of Advanced Functions and Modeling. The Precalculus 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 Precalculus and Advanced Functions and Modeling; one must count as an elective.** This course is accepted as the fourth math for admission to UNC System institutions. . The final exam is the North Carolina Final Exam for Precalculus.

### **ADVANCED PLACEMENT STATISTICS**

**2A037X0**

**1 CREDIT (AP)**

Recommended prerequisite(s): Honors Algebra II, Honors Math III, or Advanced Functions and Modeling

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

### **ADVANCED PLACEMENT CALCULUS: AB**

**2A007X0**

**1 CREDIT (AP)**

Recommended prerequisite(s): Mastery of the Precalculus curriculum

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

### **ADVANCED PLACEMENT CALCULUS: BC**

**2A017X0**

**1 CREDIT (AP)**

Recommended prerequisite(s): AP Calculus AB

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

## **MATHEMATICS ELECTIVE COURSES BEYOND MATH III**

The following mathematics courses do not count as the 4<sup>th</sup> math required for graduation.

### **TRIGONOMETRY (ELECTIVE)**

**28002X0C**

**1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

This course includes a complete study of analytic geometry and trigonometry, circular and right triangle trigonometry graphing, trigonometric identities, proofs, oblique triangles, inverse functions, vectors, polar graphing, complex numbers, iteration, and fractals, hyperbolic functions, sequences, and series. Applications, modeling, and data analysis are included throughout the course of study. Appropriate technology, from manipulatives to calculator and application software, is used for instruction. This course qualifies as the fourth math for graduation but it not accepted as the fourth math to admission to UNC System institutions.

### **INTRODUCTION TO COLLEGE MATHEMATICS (HONORS)**

**25005X0A**

**1 CREDIT (HN)**

Recommended prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. 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.

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

**25005X0B**

**1 CREDIT (HN)**

Recommended prerequisite(s): AP Calculus BC

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include: applications of partial derivatives; vectors; multiple integrals; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

### **SAT VERBAL/MATH PREPARATION (ELECTIVE CREDIT)**

**96022X0A**

**1 CREDIT**

Recommended prerequisite(s): Math III or Algebra II

This course helps students prepare to take the verbal and math portions of the Scholastic Aptitude Test. Verbal preparation focuses on reading comprehension, vocabulary development, critical thinking, and analogies. Math preparation focuses on arithmetic, algebra, and geometry skills necessary to answer the high-level questions that appear on the test. This course does not replace core English or Math courses.

## SCIENCE COURSES

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

### BIOLOGY

<b>BIOLOGY</b>	<b>33202X0</b>	<b>1 CREDIT</b>
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This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

<b>BIOLOGY (HONORS)</b>	<b>33205X0</b>	<b>1 CREDIT (HN)</b>
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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.

<b>BIOLOGICAL PROJECTS</b>	<b>30202X0H</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Completion of a Biological Science

This course is designed for the student who has completed general biology. It offers an opportunity to learn and apply biological techniques and procedures as applied to medical laboratory work, nursing, and medicine. It is a laboratory-oriented course that uses no textbook and has only a minimal amount of lecture. Most of the work is in the laboratory. A special research project is required.

<b>ADVANCED PLACEMENT BIOLOGY</b>	<b>3A007X0</b>	<b>1 CREDIT (AP)</b>
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Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

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

<b>MARINE ECOLOGY</b>	<b>35352X0A</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Biology

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

<b>MARINE ECOLOGY (HONORS)</b>	<b>35355X0</b>	<b>1 CREDIT (HN)</b>
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Recommended prerequisite(s): Biology

Content and principles for Marine Ecology are taught but in greater depth and magnitude. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail.

<b>PRINCIPLES OF HUMAN INHERITANCE</b>	<b>30202X0J</b>	<b>1 CREDIT</b>
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This course is designed to examine the transmission of traits from generation to generation with an emphasis on patterns of inheritance in humans. Students will study issues generated by biotechnology and how new technology is transforming research, industry, agriculture and our everyday lives, from the medical tests we take to the food we eat.

<b>VERTEBRATE BIOLOGY II</b>	<b>33212X0</b>	<b>1 CREDIT</b>
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The comparative anatomy, natural history and behavior of the vertebrate classes are the focus of this course. Emphasis will be placed on developmental biology and the adaptation of organisms to their environments. This course will have a strong laboratory component. Partnerships with North Carolina State University College of Veterinary Medicine and the North Carolina Zoo will require fieldwork outside of the classroom.

<b>VERTEBRATE BIOLOGY II (HONORS)</b>	<b>33215X0</b>	<b>1 CREDIT (H)</b>
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The comparative anatomy, natural history and behaviors of the vertebrate classes are studied but in greater depth and magnitude. The course will have a strong laboratory emphasis.

<b>ANATOMY AND PHYSIOLOGY</b>	<b>33302X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Biology

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

<b>ANATOMY AND PHYSIOLOGY (HONORS)</b>	<b>33305X0</b>	<b>1 CREDIT (HN)</b>
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Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended

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

## CHEMISTRY

<b>CHEMISTRY</b>	<b>34202X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III

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

<b>CHEMISTRY (HONORS)</b>	<b>34205X0</b>	<b>1 CREDIT (HN)</b>
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Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III

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

<b>CHEMISTRY II (HONORS)</b>	<b>34215X0</b>	<b>1 CREDIT</b>
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This course will explore those concepts covered in your first chemistry course in more depth, especially the concepts of thermodynamics and equilibrium. It is designed to prepare students for their first college chemistry course, including key lab skills used in the college laboratory setting. This course is also recommended for those students taking either the SAT II: Chemistry Test and/or AP Chemistry.

<b>ADVANCED PLACEMENT CHEMISTRY</b>	<b>3A017X0</b>	<b>1 CREDIT (AP)</b>
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Recommended prerequisite(s): Algebra II and Chemistry/Honors Chemistry

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

<b>ORGANIC CHEMISTRY II</b>	<b>34212X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Prior chemistry course and teacher recommendation

Organic Chemistry provides greater in-depth analysis of some topics presented in chemistry such as atomic structure and bonding. In addition, it affords the opportunity for the study of topics not covered in chemistry such as biochemistry and electrochemistry.

## EARTH SCIENCE

<b>MARINE AND ASTRONOMICAL SCIENCE</b>	<b>35352X0B</b>	<b>1 CREDIT</b>
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This course is designed for the student with a strong interest in the Marine and Astronomical Sciences. The importance of the marine environment to life on Earth is stressed. The underlying principles of historical and observational astronomy are also some of the major topics of study in the course.

<b>EARTH SCIENCE/ENVIRONMENTAL SCIENCE</b>	<b>35012X0</b>	<b>1 CREDIT</b>
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Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

<b>EARTH SCIENCE/ENVIRONMENTAL SCIENCE (HONORS)</b>	<b>35015X0</b>	<b>1 CREDIT (HN)</b>
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This course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material thorough the earth systems. Laboratory work is a major component of the course.

<b>INTRODUCTION TO METEOROLOGY</b>	<b>30202X0L</b>	<b>1 CREDIT</b>
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This course focuses on inquiry into atmospheric conditions. Emphasis is placed on weather patterns, cycles of energy, interpreting and analyzing weather models, surface conditions, pollution, upper-air conditions, weather mapping, and climatologic patterns. Laboratory work is a major component of this course.

<b>ASTRONOMY</b>	<b>35402X0</b>	<b>1 CREDIT</b>
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The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered through the use of laboratory and field activities.

<b>ENVIRONMENTAL SCIENCE</b>	<b>30202X0T</b>	<b>1 CREDIT</b>
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Environmental Science provides an opportunity for students to study man's interaction with the environment. Topics include pollution, conservation of natural resources, environmental management and planning, and society's impact on the environment. The student is also provided with an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Topics include but are not limited to: biotic and abiotic factors, energy relationships, biogeologic cycles, population dynamics, ecosystems, and biogeography. Laboratory activities are an integral part of this course.

<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b>	<b>3A027X0</b>	<b>1 CREDIT (AP)</b>
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Recommended prerequisites: Successful completion of two years of high school laboratory science

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

## **PHYSICAL SCIENCE**

### **PHYSICAL SCIENCE**

**34102X0**

**1 CREDIT**

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

## **PHYSICS**

### **PHYSICS**

**34302X0**

**1 CREDIT**

Recommended prerequisite(s): Algebra II

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

### **PHYSICS (HONORS)**

**34305X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): Algebra II

Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics.

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

**3A057X0**

**1 CREDIT (AP)**

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

Physics I: unlike AP Physics B, which recommends a prior high school physics course, no prior course work in physics is necessary to students to enroll in AP Physics I. Students should have completed Geometry/Math II and be concurrently taking Math III or an equivalent course. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

### **AP PHYSICS II –ALGEBRA BASED**

**3A067X0**

**1 CREDIT (AP)**

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

Physics II: Students should have had AP Physics I or a comparable introductory course in physics. Students should have taken or be concurrently taking precalculus or an equivalent course.

### **ADVANCED PLACEMENT PHYSICS C: MECHANICS**

**3A047X0**

**1 CREDIT (AP)**

Recommended prerequisite(s): Advanced Math, Chemistry, and Physics

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

### **ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM**

**3A037X0**

**1 CREDIT (AP)**

Recommended prerequisite(s): Advanced Math, Chemistry, and Physics

This course should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnet fields; and electromagnetism.

## **ADDITIONAL SCIENCE COURSES**

### **FORENSIC SCIENCE**

**30202X0D**

**1 CREDIT**

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

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The activities will include traditional methods in addition to modern biotechnological techniques.

### **FORENSIC SCIENCE (HONORS)**

**30205X0A**

**1 CREDIT (HN)**

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

### **FUTURE DECISIONS IN SCIENCE**

**30202X0K**

**1 CREDIT**

Recommended prerequisite(s): Successful completion of a physical science and a biological science

This course allows students to examine the ethical problems that may arise from a highly technological society. Creativity and problem-solving skills are encouraged through simulations and discussions. Students participate in activities that promote reasoning and critical thinking.

### **RESEARCH METHODS AND TECHNIQUES**

**30202X0G**

**1 CREDIT**

Recommended prerequisite(s): Algebra I/Common Core Math I and Biology

This course provides extended, hands-on experience with tools, materials, and techniques used in biological, agricultural, and physical science research and application. Instruction includes appropriate methods for experimental design and implementation, data collection, and presentation of results.



**RESEARCH METHODS AND TECHNIQUES (HONORS)****30205X0E****1 CREDIT (HN)**

Recommended prerequisite(s): Algebra I /Common Core Math I and Biology

This honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

**PRINCIPLES OF TECHNOLOGY I****TE212X0B****1 CREDIT**

A physical science or an elective credit, PT-I leads students through concepts and principles such as force, work, rate, resistance, energy, and power as they each relate to four energy systems: mechanical, fluid, electrical and thermal. Based on an appealing curriculum, videotapes, text, teacher demonstrations, and more than forty-four hands-on experiments, this applied physics course focuses on the fundamental interrelationships of systems at work in our modern-day technologies. This course is designed for future technicians, consumers and scientists alike.

**PRINCIPLES OF TECHNOLOGY I (HONORS)****TE215X0A****1 CREDIT**

Prerequisite: None

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

**PRINCIPLES OF TECHNOLOGY II\*****TE222X0B****1 CREDIT**

Prerequisite: Principles of Technology I

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PRINCIPLES OF TECHNOLOGY II (HONORS)****TE225X0A****1 CREDIT (HN)**

This course is designed for students who have demonstrated an advanced level of interest and achievement. Successful completion of this course gives a credit in physics, physical science, or an elective. PT-II continues the lab-based focus of PT-I and adds the study of force transformers, momentum, wave and vibration, radiation, optical systems, and time constants. Emphasizing principles rather than specific skills, the course provides an understanding of the associated math and a foundation for pursuing one of numerous technical careers. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

Note the following changes concerning using Principles of Technology I and II for science graduation credit:

Graduation Requirement	Freshmen entering prior to Fall 2015	Freshmen entering Fall 2015 and after	Rationale
Physical Science Requirement	Principles of Technology I- may be used to meet the requirement for a Physical Science credit but NOT the course Physical Science.  Principles of Technology II- may be used to meet the requirement for Physics.	Principles of Technology I will no longer meet the Physical Science graduation requirement.  A combination of PoT I and PoT II-Honors will satisfy the course requirement for Physics and therefore the Physical Science graduation requirement.	PoT I does not contain sufficient standards related to Chemistry to allow the course to substitute for Physical Science or to meet the Physical Science requirement.

## SOCIAL STUDIES COURSES

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

### THE PAIDEIA PROGRAM – REQUIRED COURSE OPTIONS

World History	American History I	American History II	Civics & Economics
43032X0P	43042X0P	43052X0P	42092X0P
43035X0P (HN)	43045X0P (HN)	43055X0P (HN)	42095X0P (HN)

The Paideia Program, an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal*, encourages students to think across subject areas and curriculum boundaries. These courses develop students' critical and analytical thinking skills. Great classics, modern works of literature, and original documents are studied within the appropriate historical framework. Teachers use traditional didactic means, weekly seminars, and supervised practice referred to as coaching. The Paideia Program is a two-credit course that includes the English and social studies requirements necessary for grade promotion. Students must also register for the corresponding Paideia English course.

### REQUIRED SOCIAL STUDIES COURSES

For students who entered high school as **freshmen prior to 2012-2013**, North Carolina requires them to take World History, Civics and Economics, and United States History, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

For students who enter high school as **freshmen in 2012-13**, North Carolina requires them to take World History, American History I: The Founding Principles, American History II, and Civics & Economics, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

#### WORLD HISTORY 43032X0 1 CREDIT

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

#### WORLD HISTORY (HONORS) 43035X0 1 CREDIT (HN)

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

#### AMERICAN HISTORY I: THE FOUNDING PRINCIPLES 43042X0 1 CREDIT

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

#### AMERICAN HISTORY I: THE FOUNDING PRINCIPLES (HONORS) 43045X0 1 CREDIT (HN)

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

#### AMERICAN HISTORY II 43052X0 1 CREDIT

Recommended prerequisite(s): American History I: The Founding Principles

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

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

Recommended prerequisite(s): American History I: The Founding Principles

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

**CIVICS AND ECONOMICS****42092X0****1 CREDIT**

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

**CIVICS AND ECONOMICS (HONORS)****42095X0****1 CREDIT (HN)**

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

**SOCIAL STUDIES ELECTIVES****21<sup>ST</sup> CENTURY GLOBAL GEOGRAPHY****45052X0****1 CREDIT**

This geography course will emphasize the increasing interconnectedness of the Earth's people due to globalization and spatial variation. While the origins of globalization are debatable, this process has been significantly amplified with the onset of the new communication technologies that have improved economic, political, social, cultural, historic, and geographic connection among individuals, groups, and nations. Students will learn about the awareness of how the positive or negative possibilities of these connections are paramount to individual improvement and the advancement of humanity.

**AFRICAN AMERICAN STUDIES****46012X0****1 CREDIT**

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

**AMERICAN INDIAN STUDIES****46022X0****1 CREDIT**

This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of American Indian societies. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures, legacies, and achievements of American Indians from prehistoric to present-day societies. The course offers traditional and contemporary perspectives, which place the land, its history, and the people at the center. This course will emphasize interactions between and within American Indian groups as well as with the government of the United States. The course draws upon concepts and issues of policy, law, economic and cultural change, as well as shared beliefs concerning human-environment interaction.

**CONVERSATIONS IN DIVERSITY/PSYCHOLOGY OR SOCIOLOGY****48002X0E****1 CREDIT**

This course offers the opportunity to explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

**CONVERSATIONS IN DIVERSITY/PSYCHOLOGY OR SOCIOLOGY (HONORS)****48005X0E****1 CREDIT (HN)**

This honors course is designed to challenge students. Students will explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

**GEOGRAPHY****48002X0G****1 CREDIT**

Students apply the five cultural and physical geographic themes across a broad range of fields, including the fine arts, sciences, and humanities. These become central to global connections as students expand knowledge of diverse historical and current cultures. The importance of core geographic themes to public policy is explored as students address issues of domestic and international significance. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

**HOLOCAUST AND GENOCIDE IN WORLD STUDIES (HONORS)****48005X0A****1 CREDIT (HN)**

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

**INTRODUCTION TO ASIAN STUDIES****48002X0H****1 CREDIT**

This course introduces students to the three dominant societies of Asia: India, China, and Japan. In addition to history, the course will explore Asian cultures through primary source readings, group activities, and role-playing experiences. Students will study the relationship between the United States and these emerging powers. Ancient dynasties are studied but there is also an emphasis on 20th century history. Students explore aspects of the varied cultures, studying art, literature, religion, cuisine, architecture and music.

**CONTEMPORARY LAW AND JUSTICE****48002X0J****1 CREDIT**

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

**CONTEMPORARY LAW AND JUSTICE (HONORS)****48005X0J****1 CREDIT (HN)**

This honors course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Foci include legal principles and the laws and procedures derived from them. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems and issues that arise from their operation. Students will increase their practical understanding of how the justice system in the United States actually works.

**LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS****48002X0D****1 CREDIT**

The first half of this course focuses on the Vietnam War and related issues. Topics include the geography, history, and culture of Vietnam; the ethical questions that arose during the conflict; the events of the social protest movement; worldwide response and involvement in Vietnam; problems of Vietnamese refugees and U.S. veterans; and Vietnam today. The second half is designed as a study of the major trends and issues in the post-World War II era with an insight into the growing interdependence of nations of the world. Emphasis is placed on the decision-making process of the United States in the field of foreign affairs. Recent problems, policies, and programs of the United States are analyzed.

**LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS (HONORS)****48005X0D****1 CREDIT (HN)**

The first half of this honors course focuses on the Vietnam War and related themes. Topics include the geography, history, and culture of Southeast Asia; social protest movement history; worldwide response, problems of refugees and veterans; and Southeast Asia today. The second half is a historical study of major trends and issues in the post-World War II era with a focus on the growing interdependence of world nations. Emphasis is placed on American decision-making process in foreign affairs. Current problems, policies, and programs of the government are analyzed.

**PSYCHOLOGY (HONORS)****44035X0****1 CREDIT (HN)**

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

**RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY****48002X0A****1 CREDIT**

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

**SOCIOLOGY (HONORS)****44005X0****1 CREDIT (HN)**

This full-credit honors course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students develop a sociological imagination in which they observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students discover how patterns of behavior develop, culture is learned, and social predictions are made.

**SOCIOLOGY/ PSYCHOLOGY****48002X0B****1 CREDIT**

This course provides an overview in the areas of Sociology and Psychology as a combined full-credit elective. Sociology gives students a general background of the major aspects of sociology. Students study the basic forces of social relationships as they influence the values, behavior, and knowledge of man. This course promotes an understanding of the way people develop an identity as individuals and as members of their societies and cultures. In Psychology, the story and growth of psychology as a science are studied. Basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health are analyzed.

**ADVANCED PLACEMENT COURSES****ADVANCED PLACEMENT COMPARATIVE GOVERNMENTS & POLITICS****4A007X0****1 CREDIT (AP)**

Recommended prerequisite(s): Civics & Economics

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

**ADVANCED PLACEMENT MACROECONOMICS****4A037X0****1 CREDIT (AP)**

Recommended prerequisite(s): Civics & Economics

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

**ADVANCED PLACEMENT MICROECONOMICS****4A047X0****1 CREDIT (AP)**

Recommended prerequisite(s): Civics &amp; Economics

This course offers students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Students enrolled in this course area expected to take the College Board Advanced Placement test.

**ADVANCED PLACEMENT EUROPEAN HISTORY****4A017X0****1 CREDIT (AP)**

Recommended Prerequisite (s): World History

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

**ADVANCED PLACEMENT HUMAN GEOGRAPHY****4A027X0****1 CREDIT (AP)**

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

**ADVANCED PLACEMENT PSYCHOLOGY****4A057X0****1 CREDIT (AP)**

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

**ADVANCED PLACEMENT US GOVERNMENT AND POLITICS****4A067X0****1 CREDIT (AP)**

Recommended prerequisite(s): Civics &amp; Economics

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

**ADVANCED PLACEMENT UNITED STATES HISTORY****4A077X0****1 CREDIT (AP)**

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

**ADVANCED PLACEMENT WORLD HISTORY****4A087X0****1 CREDIT (AP)**

This course concentrates on the patterns of global processes and contacts in interaction with different types of human societies. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students build an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to C. E. (the common era). Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

## **SPECIAL EDUCATION COURSES**

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

## **DIPLOMA COURSES**

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

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

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

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

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

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

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

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

### **Math Courses:**

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

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

**Fundamental Math I**  
**Introductory Mathematics**  
**Foundations of Math I**  
**Math IB**  
**Foundations of Math II**  
**Foundations of Math III**

<b>VOCATIONAL EXPERIENCE CAREER TRAINING FOR EC</b>	<b>96102X0FF</b>	<b>1 CREDIT</b>
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This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site.

## **OCCUPATIONAL COURSE OF STUDY**

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

### **OCCUPATIONAL PREPARATION I**

**9240BX0****1 CREDIT**

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

### **OCCUPATIONAL PREPARATION II**

**9241BX0****2 CREDITS**

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

### **OCCUPATIONAL PREPARATION III**

**9242BX0****2 CREDITS**

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

### **OCCUPATIONAL PREPARATION IV**

**9243BX0****1 CREDIT**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their higher school experience.

### **ENGLISH I**

**9210BX0****1 CREDIT**

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

### **NCVPS ENGLISH I**

**9210BX0V****1 CREDIT**

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

### **ENGLISH II**

**9211BX0****1 CREDIT**

This curriculum is directly aligned with that of the 10<sup>th</sup> grade English course content. See 10<sup>th</sup> grade English course description.

### **NCVPS ENGLISH II**

**9211BX0V****1 CREDIT**

This curriculum is directly aligned with that of the 10<sup>th</sup> grade English course content. See 10<sup>th</sup> grade English course description.

### **ENGLISH III**

**9212BX0****1 CREDIT**

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

### **NCVPS ENGLISH III**

**9212BX0V****1 CREDIT**

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

### **ENGLISH IV**

**9213BX0****1 CREDIT**

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

**NCVPS ENGLISH IV****9213BX0V****1 CREDIT**

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

**INTRODUCTION TO MATHEMATICS****9220BX0****1 CREDIT**

This curriculum focuses on the understanding of rational numbers, the application of mathematical operations, the application of ratios, proportions, and 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.

**NCVPS INTRODUCTION TO MATHEMATICS****9220BX0V****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.

**MATH IA (ELECTIVE CREDIT)****28002X0E****1 CREDIT**

Math IA prepares students for the subsequent course, Math I. Successful completion of both Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I credit.

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.

**NCVPS MATH IA (ELECTIVE CREDIT)****28002X0EV****1 CREDIT**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Math IA prepares students for the subsequent course, Math I. Successful completion of both Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I credit.

This course blends the best of online and classroom activities. Six engaging units cover topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities.

Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on "hands-on" activities.

**MATH I****9221BX0****1 CREDIT**

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

**NCVPS MATH I****9221BX0V****1 CREDIT**

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Math I course is the second course in the Math I sequence. Successful completion of both the Math IA and Math I will fulfill the Math I requirement. Students will receive two credits: Math IA as an elective credit and Math I as the Math I credit.

This course blends the best of online and classroom activities. Five engaging units cover topics such as polynomials and factoring, quadratic functions, exponential functions, data analysis, and parallel and perpendicular lines. Students will also explore a variety of mathematical formulas and apply these formulas in real-life scenarios. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on "hands-on" activities.

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

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



<b>NCVPS FINANCIAL MANAGEMENT</b>	<b>9222BX0V</b>	<b>1 CREDIT</b>
This curriculum focuses on the understanding of personal financial planning, the appropriate methods for personal financial management and independent living, the understanding of state and federal income taxes, the understanding of wages and compensation, the understanding of the use of credit, the understanding of the different types of insurance, and the application of math skills to consumer spending.		
<b>APPLIED SCIENCE</b>	<b>9231BX0</b>	<b>1 CREDIT</b>
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.		
<b>NCVPS APPLIED SCIENCE</b>	<b>9231BX0V</b>	<b>1 CREDIT</b>
This curriculum focuses on the understanding of force and motion, of energy and its conservation, of electricity and magnetism, of the properties of matter, the identification of uses and danger of common chemicals, the positive and negative effects humans have on the environment, and the human body's basic needs and control systems.		
<b>BIOLOGY</b>	<b>9232BX0</b>	<b>1 CREDIT</b>
This curriculum is directly aligned with that of the Biology course content. See Biology course description.		
<b>NCVPS BIOLOGY</b>	<b>9232BX0V</b>	<b>1 CREDIT</b>
This curriculum is directly aligned with that of the Biology course content. See the Biology course description.		
<b>AMERICAN HISTORY I</b>	<b>9247BX0</b>	<b>1 CREDIT</b>
This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economics factors that contributed to the development of colonial America and the outbreak of the American Revolutions as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.		
<b>NCVPS AMERICAN HISTORY I</b>	<b>9247BX0V</b>	<b>1 CREDIT</b>
This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolutions as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.		
<b>AMERICAN HISTORY II</b>	<b>9248BX0</b>	<b>1 CREDIT</b>
This course will guide students from the late nineteenth century time period through the early 21 <sup>st</sup> century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. This course will trace the changes in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as major world power.		
<b>NCVPS AMERICAN HISTORY II</b>	<b>9248BX0V</b>	<b>1 CREDIT</b>
This course will guide students from the late nineteenth century time period through the early 21 <sup>st</sup> century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. This course will trace the changes in the ethnic composition of American society, the movement toward equal rights for facial minorities and women, and the role of the Unites States as major world power.		

**CERTIFICATE COURSES**  
**NORTH CAROLINA EXTENDED CONTENT STANDARDS**

<b>SKILLS IN INDEPENDENT LIVING</b>	<b>96102X0CC</b>	<b>1 CREDIT</b>
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This course is designed to assist students in developing competencies in the following areas: money management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

<b>VOCATIONAL EXPERIENCE</b>	<b>96102X0AA</b>	<b>1 CREDIT</b>
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This course for students in special education is to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidence Prerequisites are: (1) work related behaviors, (2) employment adjustment.

<b>EMPLOYMENT ADJUSTMENT</b>	<b>96102X0EE</b>	<b>1 CREDIT</b>
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Students participate in on-campus jobs based on IEP goals to build job related skills.

<b>WORK RELATED BEHAVIOR</b>	<b>96102X0DD</b>	<b>1 CREDIT</b>
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This curriculum concentrates in work related behaviors. The school setting environment is organized to promote independence and skill building. Students are assisted in developing a sense of organization, dependability, speed, and quality of production as reflected in a student's IEP.

<b>SOCIALIZATION LEISURE SKILLS</b>	<b>96102X0BB</b>	<b>1 CREDIT</b>
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The socialization curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student's recognition of himself as a valuable asset to society. The purpose of leisure education is to assist students in developing the skills necessary to enjoy leisure time with opportunities for learning about leisure, developing leisure skills, and practicing the skills in actual leisure environments.

<b>PHYSICAL EDUCATION</b>	<b>60292X0</b>	<b>1 CREDIT</b>
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This course is designed to help students receiving special education services develop physical and social skills. The student learns to understand and accept limitations: correct problems where possible, develop skills in sports and games suitable to limitations, and develop knowledge and appreciation of body mechanics.

**ENGLISH/LANGUAGE ARTS COURSES**

<b>ENGLISH/LANGUAGE ARTS I</b>	<b>9310AX0</b>	<b>1 CREDIT</b>
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This academic course focuses on development of skills needed for communication and comprehension in functional reading and writing. Emphasis is on enabling the student to interact with his environment independently to the extent of his abilities.

<b>ENGLISH/LANGUAGE ARTS II</b>	<b>9311AX0</b>	<b>1 CREDIT</b>
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This academic course focuses on further development of skills needed for communication and comprehension in functional reading and writing.

<b>ENGLISH/LANGUAGE ARTS III</b>	<b>9312AX0</b>	<b>1 CREDIT</b>
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This academic course provides development of skills and understanding of functional reading and writing as it pertains to the students interaction with his/her environment in a variety of prevocational/vocational settings.

<b>ENGLISH/LANGUAGE ARTS IV</b>	<b>9313AX0</b>	<b>1 CREDIT</b>
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This academic course provides further development of the skills and understanding of functional reading and writing as it pertains to the students independent interaction with his/her environment in a variety of vocational settings to the extent of his/her abilities.

**MATH COURSES**

<b>MATH IA</b>	<b>9320AX0</b>	<b>1 CREDIT</b>
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This course is designed for students to understand and demonstrate number and quantity by using unit rate to identify quantities, extending the base ten system to tenths and hundredths place, and computing with base ten system to tenths and hundredths place.

<b>MATH IB</b>	<b>9321AX0</b>	<b>1 CREDIT</b>
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This course is designed for students to understand and demonstrate seeing structures in systems, creating equations, and reasoning with equations and inequalities equivalent expressions, understanding inequalities and solve equations/inequalities.

<b>FINANCIAL MANAGEMENT</b>	<b>9322AX0</b>	<b>1 CREDIT</b>
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This course is designed for students to understand the impact of human activities on the environment and independence of living organisms within their environments.

## **SCIENCE COURSES**

### **LIFE SCIENCE**

**9331AX0**

**1 CREDIT**

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

### **BIOLOGY A**

**9332AX0**

**1 CREDIT**

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

### **BIOLOGY B**

**9333AX0**

**1 CREDIT**

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

## **SOCIAL STUDIES**

### **SOCIAL STUDIES I**

**9340AX0**

**1 CREDIT**

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

### **SOCIAL STUDIES II**

**9341AX0**

**1 CREDIT**

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

### **SOCIAL STUDIES III**

**9342AX0**

**1 CREDIT**

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

## WORLD LANGUAGE COURSES

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

### **FRENCH I**

**11012X0**

**1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experience, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

### **FRENCH II**

**11022X0**

**1 CREDIT**

Recommended prerequisite(s): French I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

### **FRENCH III (HONORS)**

**11035X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): French II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels II and III due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

### **FRENCH IV (HONORS)**

**11045X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): French III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

### **FRENCH V (HONORS)**

**11055X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): French IV

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

*Note: The objectives and proficiency expectations for French V are written at the honors level; therefore this course is always assigned to category H (1 point)*

**ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE****1A037X0****1 CREDIT (AP)**

Recommended prerequisite(s): French IV or French V

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

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

**SPANISH I FOR NATIVE SPEAKERS****11492X0****1 CREDIT**

Recommended prerequisite(s): Ability to speak and comprehend conversational Spanish

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

**SPANISH II FOR NATIVE SPEAKERS HONORS****11505X0****1 CREDIT (HN)**

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle of high school or have placed out of Level I due to previous language study and/or established proficiency.

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

*Note: This course may be taken in middle or high school. The objectives for Heritage Language Level II, which is the equivalent of a Level III as modern language course, are written at the honors level; therefore, this course is always assigned to category H (1point)*

**SPANISH I****11412X0****1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**SPANISH II****11422X0****1 CREDIT**

Recommended prerequisite(s): Spanish I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**SPANISH III (HONORS)****11435X0****1 CREDIT (HN)**

Recommended prerequisite(s): Spanish II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels II and II due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

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

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

**SPANISH V (HONORS)****11455X0****1 CREDIT (HN)**

Recommended prerequisite(s): Spanish IV

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

*Note: The objectives and proficiency expectations for Spanish V are written at the honors level; therefore this course is always assigned to category H (1 point)*

**ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE****1A087X0****1 CREDIT (AP)**

Recommended prerequisite(s): Spanish IV or Spanish V

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

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

**ADVANCED PLACEMENT SPANISH LITERATURE & CULTURE****1A097X0****1 CREDIT (AP)**

Recommended prerequisite(s): Spanish IV or Spanish V

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

**GERMAN I****11612X0****1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own, Integration of other disciplines is ongoing throughout the course.

**GERMAN II****11622X0****1 CREDIT**

Recommended prerequisite(s): German I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**GERMAN III (HONORS)****11635X0****1 CREDIT (HN)**

Recommended prerequisite(s): German II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels II and III due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

**GERMAN IV (HONORS)****11645X0****1 CREDIT (HN)**

Recommended prerequisite(s): German III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

**GERMAN V (HONORS)****11655X0****1 CREDIT (HN)**

Recommended prerequisite(s): German IV

Students enrolled in this course have successfully completed Level III at the middle or high school or they have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Note: The objectives and proficiency expectations for Level V are written at honors level; therefore this course is always assigned to category H (1point).

**ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE****1A047X0****1 CREDIT (AP)**

Recommended prerequisite(s): German IV

This course is designed to promote proficiency in German and to enable students to explore culture in contemporary and historical contexts. The course focuses on communication and teaches students skills and abilities in the various modes of communication. Students will develop an understanding and appreciation of various aspects of the cultures of the German-speaking world. Students will explore topics in interesting, meaningful and engaging contexts.

**LATIN I****12412X0****1 CREDIT**

This course is an introduction to the study of the classical language and the Greco-Roman culture and may be taken in middle or high school. Students learn the basic functions of the language, become familiar with some of the elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of the other disciplines with special emphasis in English Language Arts is ongoing throughout the course.

**LATIN II****12422X0****1 CREDIT**

Recommended prerequisite(s): Latin I

Students enrolled in this course have either successfully completed Level I course in high school or have placed out of Level I due to previous language study and/or established proficiency

This course continues the study of the classical language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

**LATIN III (HONORS)****12435X0****1 CREDIT (HN)**

Recommended prerequisite(s): Latin II

Students enrolled in this course have successfully completed Level I and II courses in high school or have placed out of both levels due to previous language study and/or established proficiency.

This course focuses on advanced grammar skills in the classical language. It introduces the study of literature and emphasizes the process of reading authentic texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationships of these cultures and applying their knowledge and skills inside and outside the classroom setting.

Integration of the other disciplines with special emphasis on English Language Arts is ongoing throughout the course.

**LATIN IV (HONORS)****12445X0****1 CREDIT (HN)**

Recommended prerequisite(s): Latin III

Students enrolled in this course have successfully completed a Level III course in high school or have placed out Level I due to previous language study and/or established proficiency.

A major focus of Level IV is on reading of authentic texts with grammar taught in context of the readings. Emphasis is placed on five figures of speech, analysis, and essay writing.

There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the students' own culture. Students are now able to connect the classical language to other disciplines and compare it to their own language.

**LATIN V (HONORS)****12455X0****1 CREDIT (HN)**

Recommended prerequisite(s): Latin IV or teacher recommendation

Students enrolled in this course have successfully completed a Level IV course in high school or have placed out Level I due to previous language study and/or established proficiency.

This course emphasizes the skills required for a student to successfully read, translate into English, understand, analyze, and interpret readings, including the cultural, social, and political context of literature on a syllabus. Students will also focus in writing well-developed essays in English.

*Note: The objectives and proficiency expectations for Level V are written at honors level; therefore this course is always assigned to category H (1point).*

**ADVANCED PLACEMENT LATIN****1A077X0****1 CREDIT (AP)**

Recommended prerequisite(s): Latin IV or Latin V

In the course, as in the parallel courses at colleges, students are expected to be able to translate accurately from Latin into English the poetry they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in the course. In addition, the AP Latin: Vergil course includes the study of the cultural, social, and political context of the literature on the syllabus.



## OTHER CREDIT PROGRAMS

### ACADEMIC DECATHLON

96102X0B

1 CREDIT

The purpose of the Academic Decathlon class is to prepare students to participate on a nine-member team that competes in a ten-event competition. This class is open to students in grades 9-12 who may participate on a team as Honors, Scholastic, or Varsity students as defined by the United States Academic Decathlon guidelines for grade point averages. It encourages students to develop a greater respect for knowledge, promotes wholesome competition in academic areas of study and interests, and stimulates intellectual growth and achievement.

### COMMUNITIES IN SCHOOLS I

96102X0G

1 CREDIT

The Communities In Schools I program provides at-risk students an opportunity to experience success in school, to improve attitudes and behaviors that contribute to successful learning and living, and to access health and social services support. Tutoring and mentoring by volunteers from the community are part of this course. Study skills, life skills, and employability skills are addressed. Shadowing opportunities are offered and guest speakers, field trips, and workshops provided by community agencies contribute to the curriculum. With extra support and encouragement, students work towards helping themselves be successful.

### COMMUNITIES IN SCHOOLS II

96102X0H

1 CREDIT

The Communities In Schools II program provides at-risk students who have demonstrated a need for additional assistance beyond CIS I an opportunity to improve attitudes and behaviors that contribute to successful learning and living. Tutoring and mentoring, guest speakers and field trips are continued in the second-level course. Extra support and encouragement are always emphasized.

### FRESHMEN SEMINAR

96102X0E

1 CREDIT

This course is designed for rising freshmen who have shown leadership potential and are interested in honing ability and learning new skills in order to take on the rigors of high school. This Paideia-style course will allow a diverse group of students the opportunity to interact with other leaders and to engage them through a variety of activities and problem-solving methods.

### TEACHER CADET

96042X0

1 CREDIT

This course is designed as an introduction or orientation to the teaching profession. Students observe and participate in public school classrooms. They learn about various personnel in the educational system and their responsibilities. An addition, they discuss both positive and negative aspects of teaching as a career and complete and discuss self-assessments in order to obtain clear pictures of their personal interests and abilities.

### SEMINAR

96102X0D

1 CREDIT

This course is designed as an integrated follow-up to two or more courses. Students reinforce and expand their knowledge of the content of the specified courses through a Paideia-like, seminar format.

### INDEPENDENT STUDY SKILLS

96102X0W

1 CREDIT

This course designed to be taught as a companion to core courses to support students who enter high school with an intervention plan based on their Level 1 or 2 score on eighth-grade End of Grade Test. Through literacy-rich learning activities using cross-curricular texts and materials, students learn how to break apart long or complex assignments and create their own scaffolds for success. Students will focus their learning on enhancing their ability to read and write effectively for content-area study.

### OTHER PROGRAM AREA INTERNSHIP (NON-CTE)

96102X0A

1 CREDIT

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

### COLLEGE AND UNIVERSITY COURSES

Advanced University Courses are available through dual enrollment for academic enrichment at the college level. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **Advanced level courses (third or fourth year) at the college level will be awarded two additional quality points.**

Introductory University Courses are available through dual enrollment for academic enrichment at the **college level**. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **Introductory courses (first or second year) at the college level will be awarded an additional quality point.**

The credit for the course will be entered in Powerschool in historical data, after the student has completed the course and upon receipt by the high school of the college transcript showing the grade in the course. Students/parents are responsible for obtaining the college transcript and having it delivered to the school. The exceptions to this process include College and Career Promise courses scheduled by a school and University or Community College courses scheduled by the Early College High Schools and the Academies.

**Counselors should submit a heat ticket for the necessary university course codes upon receiving transcript from student.**

# Pathways to Graduation

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Pathways provide an opportunity for students to select an area of concentration working toward college and career readiness. These course clusters provide students with the knowledge needed to pursue a particular area of interest.

## ARTS EDUCATION PATHWAYS

### **9<sup>th</sup> graders entering before 2009 - 2010**

**Arts Education Pathways** are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students must earn at least four credits in an **Arts Education Pathway** to include a capstone course to meet the pathway requirement for the Career Prep **Course of Study**. **Arts Education Pathways** provide students with a focused plan of study and provide students with an appropriate foundation for future participation and success in the arts.

\*Capstone (second level, advanced course)

#### Music

Vocal Music I  
Vocal Music II\*  
Vocal Music III (Honors)  
Vocal Music IV (Honors)  
Music Theory – Music Specialization  
Advanced Placement Music Theory  
Music Appreciation – Music Specialization  
Instrumental Music I  
Instrumental Music II\*  
Instrumental Music III (Honors)  
Instrumental Music IV (Honors)  
Jazz Ensemble – Music Specialization  
Musical Theatre Orchestra – Music Specialization  
Independent Study – Music Specialization

#### Visual Arts

Visual Arts I  
Visual Arts II\*  
Visual Arts III (Honors)  
Visual Arts IV (Honors)  
Visual Arts Laboratory Technician – Visual Art Specialization  
Advanced Placement Visual Arts  
Computer Art and Animation I – Visual Art Specialization  
Computer Art and Animation II\*– Visual Art Specialization  
Commercial Art: Printmaking/Textiles Art History – V. A. Spec.  
Advanced Placement Art History  
Sculpture/Ceramics I– Visual Art Specialization  
Sculpture/Ceramics II \*– Visual Art Specialization  
Sculpture/Ceramics III (Honors) – Visual Art Specialization  
Drawing Painting – Visual Art Specialization  
Independent Study – Visual Art Specialization

#### Theatre Arts

Theatre Arts I  
Theatre Arts II\*  
Theatre Arts III (Honors)  
Theatre Arts IV (Honors)  
Technical Theatre I– Theatre Arts Specialization  
Technical Theatre II \*– Theatre Arts Specialization  
Technical Theatre III – Theatre Arts Specialization  
Independent Study – Theatre Arts Specialization

#### Dance

Modern Dance I  
Modern Dance II\*  
Modern Dance III (Honors)  
Modern Dance IV (Honors)  
Independent Study – Dance Specialization

## **JROTC PATHWAYS**

**Junior Reserved Officer Training Course (JROTC) Pathways** are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students must earn at least four credits in a **JROTC Pathway** to include a capstone course to meet the pathway requirement for the Career Prep **Course of Study**. **JROTC** Pathways provide students with a focused plan of study and provide students with significant benefits through participation and demonstrated success in JROTC. These benefits include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

**No military service is incurred as a result of JROTC participation.**

\*Capstone (second level, advanced course)

### **Air Force Junior Reserved Officer Training Course (AFJROTC)**

AFJROTC/Healthful Living I  
AFJROTC/Healthful Living II\*  
AFJROTC III  
AFJROTC III (Honors)  
AFJROTC IV  
AFJROTC IV (Honors)

### **Army Junior Reserved Officer Training Course (AJROTC)**

AJROTC/Healthful Living I  
AJROTC/Healthful Living II\*  
AJROTC III  
AJROTC III (Honors)  
  
AJROTC IV  
AJROTC IV (Honors)  
Leadership, Drill, and Ceremonies  
Leadership, Drill and Ceremonies (Honors)

### **Navy Junior Reserved Officer Training Course (NJROTC)**

NJROTC/Healthful Living I  
NJROTC /Healthful Living II\*  
NJROTC III  
NJROTC III (Honors)  
NJROTC IV  
NJROTC IV (Honors)  
Leadership, Drill, and Ceremonies  
Leadership, Drill and Ceremonies (Honors)

# Addendum

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**Wake County Public School System**

**Graduation Plan**

Name: \_\_\_\_\_ High School: \_\_\_\_\_ ID# \_\_\_\_\_

Year entered 9<sup>th</sup> grade: 20\_\_\_\_ / \_\_\_\_ Course of Study: Future-Ready Core (record designation, if applicable) \_\_\_\_\_ Occupational \_\_\_\_\_

Other (for students entering 9<sup>th</sup> grade prior to 2009) \_\_\_\_\_

Subject Area	9 <sup>th</sup> Grade Course Name	Credit	10 <sup>th</sup> Grade Course Name	Credit	11 <sup>th</sup> Grade Course Name	Credit	12 <sup>th</sup> Grade Course name	Credit
1. English								
2. Math								
3. Science								
4. Social Studies								
5. Healthful Living or								
6. Additional Course								
7. Additional Course								
8. Additional Course								
Credits Earned								
Other Course								
Other Course								
Summer School								
Online Courses								
Total Credits Earned								

Parent/Court Appointed Custodian: \_\_\_\_\_ / \_\_\_\_\_ Student: \_\_\_\_\_ / \_\_\_\_\_

Signature

Date

Signature

Date

Email

Address

# Wake County Public School System

## High School Registration Work Plan

Name \_\_\_\_\_ ID# \_\_\_\_\_ Email \_\_\_\_\_  
Last First Middle

Parent/Court Appointed Custodian Address

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**2015-2016 High School** \_\_\_\_\_ **Current Middle School** \_\_\_\_\_  
(rising 9<sup>th</sup> only)

Directions: Completing the information on this worksheet will help you prepare for the course selection process. Teachers and school counselors will guide you in choosing the most appropriate courses. Note: If you are not selecting a healthful living course, enter an additional course from another subject area.

Subject Area	Course Number						Credit	Course Name
1. English								
2. Math								
3. Science								
4. Social Studies								
5. Healthful Living								
6. Additional Course*								
7. Additional Course								
8. Additional Course								
1. Alternative Course								
2. Alternative Course								
3. Alternative Course								
4. Alternative Course								

\*Second Language, Arts, CTE, JROTC, etc.

Student Signature \_\_\_\_\_

Parent/Court Appointed Custodian Signature \_\_\_\_\_

Home Phone # \_\_\_\_\_ Work Phone # \_\_\_\_\_

Parent/Court Appointed Custodian Email \_\_\_\_\_

### **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](http://www.eligibilitycenter.org). For Division III – Contact your Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to [www.eligibilitycenter.org](http://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](http://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](http://www.eligibilitycenter.org). This website contains a “Guide for the College-Bound Student-Athlete,” that can be ordered.