



# Program Planning Guide

2019-2020

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## **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**

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

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

# General Information

## Graduation Requirements

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

HIGH SCHOOL	SCHEDULE	NUMBER OF CREDITS REQUIRED FOR GRADUATION	ADDITIONAL GRADUATION REQUIREMENTS
Apex	4x4 Block	26	
Apex Friendship	4x4 Block	26	
Athens Drive	4x4 Block	26	
Broughton	A/B Day	26	25 hours of community service
Cary	4x4 Block	26	
Crossroads FLEX	4x4 Block	26	
East Wake	4x4 Block	26	
Enloe	A/B Day	22-26 *	
Fuquay-Varina	4x4 Block	26	
Garner	A/B Day	26	
Green Hope	4x4 Block	26	
Green Level	4x4 Block	26	
Heritage	4x4 Block	26	
Holly Springs	4x4 Block	26	
Knightdale	4x4 Block	26	
Leesville	4x4 Block	26	
Longview	4x4 Block	22	
Middle Creek	4x4 Block	26	
Millbrook	A/B Day	26	
North Wake CCA	4x4 Block	22	
Panther Creek	4x4 Block	26	
Phillips	4x4 Block	22	
Rolesville	4x4 Block	26	
Sanderson	4x4 Block	26	
SCORE Academy	4x4 Block	22	
South Garner	4x4 Block	26	
Southeast Raleigh	4x4 Block	26	
Wake STEM Early College	4x4 Block	22	
Vernon Malone CCA	4x4 Block	22	
Wakefield	4x4 Block	26	
Wake Early College	4x4 Block	22	
Wake Forest	4x4 Block	26	
Wake Young Men's Leadership	4x4 Block	22	
Wake Young Women's Leadership	4x4 Block	22	

**\*Beginning in 2016-17, Enloe HS will follow an A/B day schedule rather than a year-long traditional schedule. Based on this change, there will also be a graduated increase to the credits required for graduation. The increase will be as follows:**

**22 credits** - Students who entered 9th grade in 2014 or earlier

**24 credits** - Students who entered 9th grade in 2015

**26 credits** - Students who enter 9th grade in 2016 or later

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering 9<sup>th</sup> grade in 2013-14 and prior must earn a total of 900 work hours. Students entering in 2014-15 and later must earn a total of 600 work hours. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, North Wake College & Career 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. A chart listing specific course requirements for graduation can be found on p. 8.

NC Math 1 is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in NC Math 1 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, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

Career Endorsement Requirements	College Endorsement Requirements
<ul style="list-style-type: none"> <li>Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (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.dpi.state.nc.us/cte/curriculum/">http://www.dpi.state.nc.us/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 NC Math 1, NC Math 2, NC Math 3 (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 NC Math 1, NC Math 2, NC Math 3 (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>

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

**North Carolina Academic Scholars Endorsement  
(Students Entering 9<sup>th</sup> Grade in 2012 and beyond)**

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.

Content Area	Credits	Courses
English	4	English I, II, III, IV
Math	4	NC Math 1, 2, 3, and a higher level math course with NC Math 3 as prerequisite.
Science	3	Physics or Chemistry, Biology, and Earth/Environmental Science
Social Studies	4	World History, American History I & II, and American History: The Founding Principles, Civics & Economics
Healthful Living	1	Healthful Living I
Electives	6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career 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
	<b>OR</b>	
	2	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
<b>Total Credits</b>		<b>25 OR 24+ NCGP</b>

## Graduation Requirements Chart

CONTENT AREA	For Ninth Graders Entering in 2013 and Later	For Ninth Graders 2017 and later												
	FUTURE-READY CORE	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)												
English	4 Credits I, II, III, IV	4 Credits English I, II, III, IV												
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the 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 NC Math 1 and NC Math 2 and two other application-based math courses.</i>	3 Credits Introduction to Mathematics, Algebra I (NC Math I), Financial Management												
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 CREDITS Applied Science, Biology												
Social Studies	4 Credits 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 American History: Founding Principles, Civics & Economics	2 CREDITS American History I or American History II and American History: Founding Principles, Civics and Economics  Students entering 9 <sup>th</sup> Grade 2016 or earlier American History I and II												
World Language	2 credits required to meet minimum application requirements for UNC system.	Not required												
Health and Physical Education	1 CREDIT Healthful Living I*	1 CREDIT Healthful Living I*												
Specific Electives	<u>6 Credits required</u> <b>2 Elective credits of any combination from either:</b> – Career and Technical Education (CTE) – Arts Education – World Languages  <b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b> – 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)	<b>6 Credits</b> Occupational Preparation I, II, III, IV  Completion of Work-Based Hours as follows: <b>Students Entering 9<sup>th</sup> Grade 2014 or later 600 Hours</b> <table><tr><td>School-based vocational training</td><td>150 hours</td></tr><tr><td>Community-based vocational training</td><td>225 hours</td></tr><tr><td>Competitive paid employment</td><td>225 hours</td></tr></table> <b>Students Entering 9<sup>th</sup> Grade 2013 or earlier 900 Hours</b> <table><tr><td>School-based vocational training</td><td>300 hours</td></tr><tr><td>Community-based vocational training</td><td>240 hours</td></tr><tr><td>Competitive paid employment</td><td>360 hours</td></tr></table> Completion and presentation of a Career Portfolio containing all of the required components	School-based vocational training	150 hours	Community-based vocational training	225 hours	Competitive paid employment	225 hours	School-based vocational training	300 hours	Community-based vocational training	240 hours	Competitive paid employment	360 hours
School-based vocational training	150 hours													
Community-based vocational training	225 hours													
Competitive paid employment	225 hours													
School-based vocational training	300 hours													
Community-based vocational training	240 hours													
Competitive paid employment	360 hours													
Career Technical Education		4 Credits CTE electives												
Additional Electives	4 Credits													
Total	26 Credits	22 Credits												

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

## 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 with 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>		
NC Math 1	21092Y0V	21092Y0
NC Math 2 *	22092Y0V	22092Y0
NC Math 3 *	23092Y0V	23092Y0
Precalculus	24032Y0V	24032Y0
<b>World Language</b>		
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, however, it is recommended that the student take Math 2 & 3 at the honors-level

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

## **High School Courses for Middle School Students FAQ**

### **Frequently Asked Questions**

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

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

**2. Will the grade earned be included 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.

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

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

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

### **World 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. Are students required to take a final exam for the course?**

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

### **Mathematics Courses for High School Credit**

**4. Is there a placement exam?**

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

**5. Are students required to take a standard exam for the course?**

Students taking NC Math 1 must take the NC Math 1 End of Course Test, which counts as 20% of their final grade. Students taking NC Math 2, AFM, or Precalculus must take the North Carolina Final Exam (NCFE), which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End of Course Test, which counts as 20% of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.



## University of North Carolina System Minimum Admission Requirements

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

UNC SYSTEM ADMISSION (Effective Fall 2006)	
Six (6) credits in <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>• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3</li> </ul>
*It is recommended that prospective students take a mathematics credit in the twelfth grade.	
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>
**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.	

## **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 charts. Note: The appropriate English credit is required for promotion each year.

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

<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

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

<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

**Enloe--beginning with students entering ninth grade in 2016 or later, promotion requirements will match those listed with the other comprehensive high schools in the 1<sup>st</sup> box.**

<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 two additional credits	5
10	English II, one credit in mathematics, one in social studies, one in science, and one additional credit	10
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	15

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

**\*\*SCORE Academy B will work in consultation with the student's assigned based school for promotion to the next grade level.**



## **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. For students who entered 9<sup>th</sup> grade in 2014-15 prior, Advanced Placement courses carry two extra quality points, and honors courses carry one extra quality point. For students who entered 9<sup>th</sup> grade in 2015-16 or later, Advanced Placement courses carry one (1.0) extra quality point, and honors courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors. A Senior Honors Rank is calculated through the third nine weeks of the senior year for any senior honors or awards. At Wake Early College, Wake STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy the Senior Honors Rank is calculated through the seventh semester.

## **Latin Honors**

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

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

## **New Enrollees**

Information on school assignment can be obtained by accessing the WCPSS School Assignment website at <https://www.wcpss.net/Domain/13656>, calling the Office of Student Assignment at 919-431-7333, or contacting a nearby school. School contact information can be found at <https://www.wcpss.net> Click on View Our Schools (Upper Left Corner).

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. 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, work samples, 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.

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

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

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

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

### **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.

If a student has met graduation requirements through the early graduation planning process and the school has issued a diploma accordingly, the student will not be eligible to return to a WCPSS high school.

### **Mid-Year Graduation** **(After Seven Semesters)**

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

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 will earn two extra quality points. N.C. State Board of Education Policy GRAD-009 (Section 3).

[http://www.ncwise.org/Documents/course\\_information/CAA\\_transfer\\_course\\_list\\_appendix\\_Feb2018.pdf](http://www.ncwise.org/Documents/course_information/CAA_transfer_course_list_appendix_Feb2018.pdf)

Note: Students in selected Project Lead the Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) N.C. State Board of Education Policy GRAD-009 (Section 3).

### 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

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 will earn one extra quality point. N.C. State Board of Education Policy GRAD-009 (Section 3).

\*[http://www.ncwise.org/Documents/course\\_information/CAA\\_transfer\\_course\\_list\\_appendix\\_Feb2018.pdf](http://www.ncwise.org/Documents/course_information/CAA_transfer_course_list_appendix_Feb2018.pdf)

Note: Students in selected Project Lead the Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) N.C. State Board of Education Policy GRAD-009 (Section 3).

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

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

### GRADING PERIODS / INTERIMS / REPORT CARDS

Report cards are issued to students every nine weeks. Per Wake County School Board Policy 3400, interim reports will be issued to all students at the mid-point of each quarter.

## **Final Exams**

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

## **North Carolina Assessment Requirements**

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

### **END-OF-COURSE TESTS**

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

NC Math 1	NC Math 3	Biology	English II
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In all courses with an End-of-Course test, the EOC test shall count as 20% of the student's final grade.

### **NC FINAL EXAMS**

NC Final Exams will be administered for the following courses:

English I, English III, English IV

American History: The Founding Principles, Civics, and Economics; World History, American History I, American History II

Earth/Environmental Science, Physical Science, Chemistry, Physics

NC Math 2, Advanced Functions and Modeling, Discrete Mathematics, Pre-Calculus

## **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.

## **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.



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

WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies, and others. Specific course offerings vary from school to school.

## **Dual Enrollment Opportunities**

As outlined in Policy 3101, in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the Wake County Board of Education will support high school students who wish to enroll in an appropriate college course or combination of college courses outside the Wake County Public School System for high school credit. Principals shall award dual credit according to the Career and College Promise program guidelines established by the North Carolina Department of Public Instruction (NCDPI). For courses not addressed by NCDPI guidance, a principal may award dual credit for a college course if an evaluation of the course content against the NC Standard Course of Study requirements demonstrates that the college course offers substantial coverage of the high school course standards and is taught by an entity that is accredited by SACS/AdvancED or regional accrediting agency. Any student who is dually enrolled must continue to be present at a WCPSS school for a minimum of 50% of the instructional day.

The parent or guardian of the high school student must give permission for the course to be taken, and the student and parent/guardian must complete the WCPSS dual enrollment form prior to enrolling in the course. Enrollment of a student in a course is the responsibility of the student and his/her parent or guardian. The course must be approved in advance by the principal through the use of the dual enrollment form.

### **General Policies, Eligibility Guidelines, and Application Process**

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available 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.
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 Incomplete (I) to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
  - 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, 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](#).

## Application High School Program Descriptions

### **ATHENS DRIVE MAGNET HIGH SCHOOL**

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

### **BROUGHTON GLOBAL STUDIES/LANGUAGE IMMERSION MAGNET HIGH SCHOOL**

Students study various world regions, cultures, and global issues as they are relevant to the content in their comprehensive course offerings. Through the student of the aforementioned, critical thinking, research, writing, and other analytical skills will be developed through project-based learning units. This program will prepare students for global citizenship and a worldly understanding via opportunities for skill development, curricular, and social global connections. Additionally, globally focused electives are also integrated into the Global Studies theme so that students can elect to concentrate their learning on specific global topics. Broughton also offers the International Baccalaureate Diploma Programme (DP) to 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.

### **CROSSROADS FLEX HIGH SCHOOL**

Opened in August 2016, Crossroads FLEX is a digital, blended learning school serving students in grades 9-12. Crossroads FLEX serves students whose outside interests and activities require considerable amounts of time during regular school hours, known at Crossroads FLEX as “pursuits”. This can include students who are highly competitive and/or active in the arts, sports, or have other obligations such as extensive work schedules or family commitments. Partnering with North Carolina Virtual Public Schools, blended learning is using both online and in-person learning experiences when teaching students. Students work independently on online lessons, projects, and assignments at home and at Crossroads FLEX. Students meet with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts while meeting a required amount of seat time. The vision of Crossroads FLEX is to guide and graduate students whose individual pursuits empower them to emblazon change upon the world.

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

The Enloe Gifted & Talented program allows all students opportunities to pursue 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.

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

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

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

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

In addition to the International Baccalaureate Diploma Programme, Garner Magnet High School will also offer the Career-related Programme, an extension to the IB Diploma Programme. The CP is designed for Diploma Programme students interested in pursuing a career-related education during their 11th and 12th grades years of high school. Students will take at least two DP courses in any subject groups as well as courses offered and are relevant to their career-related studies.

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

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

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

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

### **SOUTHEAST RALEIGH UNIVERSITY CONNECTIONS: SCHOOL OF DESIGN, ARTS, AND ENGINEERING MAGNET HIGH**

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

### **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 STEM EARLY COLLEGE HIGH SCHOOL**

The Wake STEM Early College High School is a small public school of choice; a joint project between the Wake County Public School System and NC State University. STEM is the theme of 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 located at Saint Augustine’s University within the historic 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.

#### **NORTH WAKE COLLEGE & CAREER ACADEMY**

North Wake College and Career Academy is Wake County's newest high school. Opened in August of 2017, North Wake College and Career Academy is a collaboration between Wake Technical Community College and Wake County Public Schools. Students take Wake Technical Community College Courses in five program areas; culinary arts, early childhood education, emergency medical science, business administration and information technology. Upon successful completion, students will receive certification in one of those program areas, college credit that can be used towards an AAS degree or a four year degree, and a high school diploma.

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

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

#### **SCORE ACADEMY**

SCORE Academy includes three different locations in Wake County. The three sites are located in Cary (Crossroads FLEX), Garner (Garner Station), and Raleigh (River Oaks). SCORE Academy transitioned from a program to a school in fall 2017. SCORE Academy is an alternative learning high school setting that operates as two schools in one. SCORE Academy serves as a reengagement program for students' age 16-21 that fit specified criteria according to the school's policies. SCORE Academy B serves a long distance/blended learning opportunity for students that have been removed from the base school for behavioral reasons for an extended period of time approved by the WCPSS district. SCORE Academy provides high qualified instruction, counselors, transitional counselors, social workers, administration, coaches and additional support in order to provide students a unique opportunity for current and future success.

## **Programs for Exceptional Students**

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

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

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

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

## **Study Abroad**

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

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

### **A. Responsibilities of the Student**

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

### **B. Responsibilities of the School**

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

## **North Carolina Virtual Public School (NCVPS)**

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

### **A. Criteria for Course Selection**

1. The course must be one that is offered by a district-approved program and listed in the High School Program Planning Guide.
2. Selection of online courses must follow recommended and required prerequisites as listed in the High School Program Planning Guide.
3. The course must be part of the student's comprehensive course of study.
4. It is expected that the approved course would be taken during the school day and on the campus of the enrolling school as part of the student's regular course schedule. Limited exceptions may be approved at the discretion of the principal and based on extenuating circumstances.
5. Any course selection that requires an End-of-Course test, North Carolina Final Exam, or a CTE Post-Assessment is approved at the principal's discretion.

#### B. Student Requirements

Students approved to enroll in an online course should:

- Possess strong reading and comprehension skills.
- Feel confident in their ability to express thoughts and ideas in writing.
- Be proficient at monitoring their own progress, keeping up with assignments, and meeting deadlines.
- Be able to work at rigorous daily pace set by the instructor.
- Meet deadlines and manage course assignments.
- Be self-motivated and an independent learner.
- Be computer literate and have access to a computer and internet.
- Have passed all previous NCVPS or other online courses taken.

#### C. Online Learning Advisor Responsibilities:

1. Consult with the student's counselor to ensure appropriate course selection.
2. Facilitate the online course registration process.
3. Determine if the student has IEP/504 modifications and shares that information with the course instructor.
4. Provide login and password information to students.
5. Share any pre-instruction information with students that may be available before classes begin.
6. Assume the responsibility of testing administration for EOCs and CTE Post-assessments and AP Tests.
7. Ensure that students have been entered into PowerSchool at the beginning of the course in which they have been enrolled so that all standardized final assessment(s) can be administered as required for state and federal accountability.
8. Retrieve progress reports on a weekly basis to ensure that the student has logged in and is completing assignments.
9. Address any concerns of the online teacher with the student and parent.
10. Meet with students who may be struggling and assists them with support to help ensure their success.

#### D. Grading:

1. Academic grading scale and calculation for online courses are consistent with WCPSS practices.
2. Final grades will be received by the Online Learning Advisor. When calculating the final grade for courses with an EOC, NCFE, or CTE Post-Assessment, the exam score counts as 20% of the final grade.
3. The Online Learning Advisor will retrieve student grades in a timely manner, calculate the final grade, submit to the school Data Manager to be entered into PowerSchool, and provide a copy to the student's counselor.
4. Grades are posted to student transcripts as soon as possible, but at a maximum of 5 days from receipt of final grade.

#### E. Textbooks

The vast majority of NCVPS courses provide online textbooks. However, there are some online courses that may 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. Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.

#### F. Considerations for Summer Study

1. First time credit may be approved on a limited basis during the summer, and only after consultation with the school counselor and approval of the principal. These opportunities should support the specific graduation plan for the student.
2. Although it is not explicitly prohibited, if a student does not need two courses to graduate or to get back on grade-level cohort, summer courses should be limited to one course.
3. Rising 9<sup>th</sup> grade students wishing to take online courses must secure high school permission through the completion of the Online Course Enrollment Form, to be signed by the high school principal. These students will take the EOC, NCFE, or CTE Post- Assessments at their high school. These requests will only be approved by principals on a limited basis according to individual student circumstances.

### **Credit Recovery vs Repeating a Course for Credit**

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

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

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

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

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

# 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

**I** = International Baccalaureate (IB)

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

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

**5** = honors weight; 0.5 or 1 additional quality point\*\*

**7** = AP weight; 1 or 2 additional quality points\*\*

**8** = IB weight; 1 or 2 additional quality points\*\*

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

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

\*\*Refer to chart on Page 17 for new quality point breakdown based on 9<sup>th</sup> Grade Entry Date

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 Art

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

**54622X0B**

**1 CREDIT**

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

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

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

**54635X0B**

**1 CREDIT**

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

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

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

**54645X0A**

**1 CREDIT**

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

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

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

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

**54152X0A**

**1 CREDIT**

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

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

**54162X0A**

**1 CREDIT**

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

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

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

**54175X0A**

**1 CREDIT**

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

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

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

**54185X0A**

**1 CREDIT**

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

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

#### **ADVANCED PLACEMENT STUDIO ART 2D DESIGN**

**5A027X0**

**1 CREDIT**

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.

## 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**

**1credit**

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

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

### **THEATRE ARTS - ADVANCED (HONORS)**

**53185X0A**

**1 CREDIT**

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

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

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

### **TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)**

**53612X0A**

**1 CREDIT**

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

### **TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)**

**53622X0A**

**1 CREDIT**

Recommended prerequisite(s): Technical Theatre – Beginning

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

### **TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) (H)**

**53635X0A**

**1 CREDIT**

Recommended prerequisite(s): Technical Theatre – Intermediate

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

## Choral Music

### **VOCAL MUSIC – MIXED CHORUS – BEGINNING**

**52302X0A**

**1 CREDIT**

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

### **VOCAL MUSIC – CHORAL ENSEMBLE – INTERMEDIATE**

**52312X0A**

**1 CREDIT**

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

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

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

### **VOCAL MUSIC – CONCERT CHORUS – PROFICIENT (HONORS)**

**52325X0A**

**1 CREDIT**

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

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

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

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

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

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

**ADVANCED PLACEMENT MUSIC THEORY****5A017X0****1 CREDIT**

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

## **Instrumental Music**

**INSTRUMENTAL MUSIC: BAND – 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**

Recommended prerequisite(s): Band – Intermediate or audition

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

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

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

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

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

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

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

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.

## **Career and Technical Education Courses**

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

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

The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Dr. Rodney Trice has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-0524.

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

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

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

College and Career Planning Resources	Web Address
College Foundation of North Carolina	<a href="http://www.cfnc.org">www.cfnc.org</a>
Career One Stop	<a href="http://www.Careeronestop.org">www.Careeronestop.org</a>
Education Planner	<a href="http://www.educationplanner.org">www.educationplanner.org</a>
College Career Life Planning	<a href="http://www.collegecareerlifeplanning.com">www.collegecareerlifeplanning.com</a>
College Board	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
O*NET Online	<a href="http://www.onetonline.org/">www.onetonline.org/</a>
ACT	<a href="http://www.act.org">www.act.org</a>
Kiplinger's Best College Values	<a href="http://www.kiplinger.com/tools/colleges/">www.kiplinger.com/tools/colleges/</a>
My Plan	<a href="http://www.Myplan.com">www.Myplan.com</a>
NC Works Online	<a href="https://www.ncworks.gov/vosnet/Default.aspx">https://www.ncworks.gov/vosnet/Default.aspx</a>
NC Careers	<a href="http://nccareers.org/">http://nccareers.org/</a>

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

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


The CTSOs are:

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

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

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

## ARCHITECTURE & CONSTRUCTION

Pathways	 <b>CareerClusters™</b> <small>PATHWAYS TO COLLEGE &amp; CAREER READINESS</small> <b>Architecture &amp; Construction</b>				Cluster Enhancement Courses
<b>Design/Pre-construction</b>	BF05 Personal Finance  BF10 Principles of Business & Finance	FI51 Interior Design  I	FI52 Interior Design II*	CS95 CTE  Advanced Studies	CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel FA31 Apparel and Textile Production I CS97 CTE Internship

### 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, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

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

Aligned Industry Credential: Autodesk Auto CAD Certified User Affiliated CTE Student Organization: SkillsUSA

## DESIGN/PRE-CONSTRUCTION

### INTERIOR DESIGN I

FI512X0

1 CREDIT

Prerequisite: FC11 Principles of Family and Human Services recommended

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

### INTERIOR DESIGN II

FI522X0

1 CREDIT

Prerequisite: FI51 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 Opportunities: **Apprenticeship:** Yes **Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

**INTERIOR DESIGN II (HONORS)****FI525X0****1 CREDIT**

Prerequisite: FI51 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. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career projects and assessments.

Work Based Learning Opportunities: **Apprenticeship:** Yes **Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

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

Aligned Industry Credential: CFNC.org Certified Financial Basics for High School and Beyond, EverFi, W! SE

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), Family Career and Community Leaders of America (FCCLA)

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

Prerequisite: None


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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

## ARTS, AV TECHNOLOGY, & COMMUNICATIONS

Pathways	 <b>CareerClusters™</b> <b>Arts, A/V Technology &amp; Communications</b>				Cluster Enhancement Courses
<b>Audio &amp; Video Technology &amp; Film</b>  <b>Printing Technology</b>		Digital Media I  Graphic Communications I	Advanced Digital Media/T&I Advanced Studies  Graphic Communications II/III	CS95 CTE Advanced Studies	CC45 Career Management BM20 Microsoft Excel F151 Interior Design I BF10 Principles of Business & Finance BF05 Personal Finance CS97 CTE Internship
<b>Visual Arts</b>	BM10 Microsoft Word & PowerPoint	FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II*	ME11 Entrepreneurship I  CS95 CTE Advanced Studies	

### AUDIO & VIDEO TECHNOLOGY & FILM and PRINTING TECHNOLOGY

#### DIGITAL MEDIA

**IA312X0**

**1 Credit(s)**

Prerequisite: None

This course is the first in a two part series of courses that 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 Opportunities: **Apprenticeship:** Yes **Industry Field Trips:** No **Cooperative Education:** Yes **Entrepreneurial:** No **Internship:** Yes  
**Job Shadowing:** No **Mentorships:** No **School Based Enterprises:** No **Service Learning:** No

Aligned Industry Credential: No

Affiliated CTE Student Organization: SkillsUSA

#### ADVANCED DIGITAL MEDIA (HONORS)\* Studies CS952X0J)

**IA325X0**

**1 Credit(s) (Year-Long, paired with Trade and Industrial Advanced**

Prerequisite: IA31 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.

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

Aligned Industry Credential: Yes Adobe Creative Cloud: Photoshop, InDesign, Illustrator, Dreamweaver, Premiere

Affiliated CTE Student Organization: SkillsUSA

#### INTRO TO GRAPHIC COMMUNICATIONS/GRAPHIC COMMUNICATIONS I

**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.

**GRAPHIC COMMUNICATIONS II (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.

**GRAPHIC COMMUNICATIONS III****IA132X0 1 credit**

Prerequisite: Graphic Communications II

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.

**VISUAL ARTS****MICROSOFT WORD & POWERPOINT****BM102X0****1 CREDIT**

Prerequisite: None

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, and share complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**MICROSOFT WORD & POWERPOINT (HONORS)****BM105X0****1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: None

\*For safety reasons, enrollment is not to exceed 20 in this course.

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCLCA)

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

Prerequisite: FA31 Apparel and Textile Production I

\*For safety reasons, enrollment is not to exceed 20 in this course.

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced.

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



Aligned Industry Credential: Pre-Professional Assessment Certification in Fashion, Textiles, and Apparel

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

**APPAREL AND TEXTILE PRODUCTION II (HONORS)\***

**FA325X0**

**1 CREDIT**

Prerequisite: FA31 Apparel and Textile Production I

\*For safety reasons, enrollment is not to exceed 20 in this course.

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

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

Aligned Industry Credential: Pre-Professional Assessment Certification in Fashion, Textiles, and Apparel

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

**ENTREPRENEURSHIP I\***

**ME112X0**

**1 CREDIT**

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP I (HONORS) \***

**ME115X0**

**1 CREDIT**

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


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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

## BUSINESS MANAGEMENT & ADMINISTRATION

Pathways	 <b>CareerClusters™</b> PATHWAYS TO COLLEGE & CAREER READINESS <b>Business Management &amp; Administration</b>				Cluster Enhancement Courses
<b>General Management</b>	BF10 Principles of Business & Finance  BM10 Microsoft Word & PowerPoint  BM20 Microsoft Excel	BA10 Accounting I	BB40 Business Management *  BB30 Business Law*  ME11 Entrepreneurship I*	ME12 Entrepreneurship II  CS95 CTE Advanced Studies	CC45 Career Management BF05 Personal Finance CS97 CTE Internship

### GENERAL MANAGEMENT

#### PRINCIPLES OF BUSINESS AND FINANCE

**BF102X0**

**1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

#### MICROSOFT WORD & POWERPOINT

**BM102X0**

**1 CREDIT**

Prerequisite: None

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, and share complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**MICROSOFT WORD & POWERPOINT (HONORS)****BM105X0****1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**MICROSOFT EXCEL****BM202X0****1 CREDIT**

Prerequisite: None

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams.

Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features.

They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) Excel, Excel Expert

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**MICROSOFT EXCEL (HONORS)****BM205X0****1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) Excel, Excel Export

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: None

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 and entrepreneurial experiences are encouraged.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: None

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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**BUSINESS MANAGEMENT (HONORS)\*****BB405X0****1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance

This course expands student understanding of management, management of information, knowledge, customer relationships, human resources, product development, projects, quality, and strategies.

Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**BUSINESS LAW\*****BB302X0****1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance

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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**BUSINESS LAW (HONORS)\*****BB305X0****1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP I\*****ME112X0****1 CREDIT**

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP I (HONORS)\*****ME115X0****1 CREDIT**

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

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP II (HONORS)****ME125X0****1 CREDIT**

Prerequisite: ME11 Entrepreneurship I


In this honors-level 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. Students that successfully complete this course will earn Honors credit. English language arts and social studies are reinforced.

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

Aligned Industry Credential: Concepts of Entrepreneurship &amp; Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

## FINANCE

Pathways	 <b>CareerClusters™</b> <small>PATHWAYS TO COLLEGE &amp; CAREER READINESS</small> <b>Finance</b>				Cluster Enhancement Courses
<b>Business Finance</b>	BF05 Personal Finance  BF10 Principles of Business & Finance  BM20 Microsoft Excel	BA10 Accounting I	BA20 Accounting II *	ME11 Entrepreneurship I  BB30 Business Law  CS95 CTE Advanced Studies	CC45 Career Management BM10 Microsoft Word & PowerPoint CS97 CTE Internship

### BUSINESS FINANCE

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

Aligned Industry Credential: CFNC.org Certified Financial Basics for High School and Beyond, EverFi, WISE

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), Career and Community Leaders of America (FCCLA)

#### PRINCIPLES OF BUSINESS AND FINANCE

**BF102X0**
**1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), Career and Community Leaders of America (FCCLA)

**MICROSOFT EXCEL****BM202X0****1 CREDIT**

Prerequisite: None

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams.

Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

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

Aligned Industry Credential: Microsoft Office Specialist (MOS) Excel, Excel Expert

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**MICROSOFT EXCEL (HONORS)****BM205X0****1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: Microsoft Office Specialist (MOS)

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: None

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 and entrepreneurial experiences are encouraged.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: None

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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

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

Prerequisite: BA10 Accounting I

This honors-level 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 and entrepreneurial experiences are encouraged.

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

Aligned Industry Credential: Intuit QuickBooks Certified User

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP I****ME112X0****1 CREDIT**

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP I (HONORS)****ME115X0****1 CREDIT**

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

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

**BUSINESS LAW****BB302X0****1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance

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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)

**BUSINESS LAW (HONORS)****BB305X0****1 CREDIT**

Prerequisite: BF10 Principles of Business and Finance

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


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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Future Business Leaders of America (FBLA)



## HEALTH SCIENCE

Pathways					Cluster Enhancement Courses
<b>Therapeutic Services</b>  <b>Diagnostic Services</b>  <b>Health Informatics</b>  <b>Support Services</b>	HU10 Health Team Relations	HU40 Health Science I	HU42 Health Science II*	CS95 CTE Advanced Studies	CC45 Career Management BF05 Personal Finance BF10 Principles of Business & Finance BM10 Microsoft Word & PowerPoint BM20 Microsoft Excel CS97 CTE Internship FE60 Parenting and Child Development FN41 Foods I ME11 Entrepreneurship I

### THERAPEUTIC SERVICES, DIAGNOSTIC SERVICES, HEALTH INFORMATICS, SUPPORT SERVICES

#### 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 medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: FHP

#### HEALTH SCIENCE I

HU402X0

1 CREDIT

Prerequisite: Biology is recommended as 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 Opportunities: **Apprenticeship:** No **Industry Field Trips:** No **Cooperative Education:** No **Entrepreneurial:** Yes **Internship:** No **Job Shadowing:** Yes **Mentorships:** No **School Based Enterprises:** No **Service Learning:** Yes

Aligned Industry Credential: None

Affiliated CTE Student Organization: FHP

**HEALTH SCIENCE I (HONORS)****HU405X0****1 CREDIT**

Prerequisite: Biology is recommended as preparation for this course.

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: FHP

**HEALTH SCIENCE II\*****HU422X0****1 CREDIT**

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

This course is designed to help students expand their understanding of financing and trends of healthcare 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 for healthcare professionals. English language arts and science are reinforced in this course.

Work Based Learning Opportunities: **Apprenticeship:** No **Industry Field Trips:**

No **Cooperative Education:** No **Entrepreneurial:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** No **Service Learning:** Yes

Aligned Industry Credential: None

Affiliated CTE Student Organization: FHP

**HEALTH SCIENCE II\* (HONORS)****HU425X0****1 CREDIT**

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


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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: FHP

## HOSPITALITY & TOURISM

Pathways	 <b>CareerClusters™</b> <b>Hospitality &amp; Tourism</b>				Cluster Enhancement Courses
<b>Restaurants &amp; Food/Beverage Service</b>	FN41 Food and Nutrition I	FN42 Food and Nutrition II*		CS95 CTE Advanced Studies	CC45 Career Management BM10 Microsoft Word & PowerPoint BM20 Microsoft Excel BF05 Personal Finance CS97 CTE Internship
<b>Travel &amp; Tourism</b>	BF10 Principles of Business & Finance  MH31 Sports & Entertainment Marketing I	MH32 Sports & Entertainment Marketing II*	ME11 Entrepreneurship I	ME12 Entrepreneurship II  CS95 CTE Advanced Studies	

### RESTAURANTS AND FOOD & BEVERAGE SERVICE

#### FOOD AND NUTRITION I

**FN412X0**

**1 CREDIT**

Prerequisite: FC11 Principles of Family and Human Services recommended

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

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

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

Aligned Industry Credential: First Principles Food Handler Certificate

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

#### FOOD AND NUTRITION II\*

**FN422X0**

**1 CREDIT**

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

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

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

Work Based Learning Opportunities: **Apprenticeship:** Yes **Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

Aligned Industry Credential: ANSI-Approved Certified Food Protection Manager, Certification Pre-Professional Assessment Certification in Nutrition, Food, and Wellness

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

**FOOD AND NUTRITION II\* (HONORS)****FN425X0****1 CREDIT**

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

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

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

Work Based Learning Opportunities: **Apprenticeship:** Yes **Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

Aligned Industry Credential: ANSI-Approved Certified Food Protection Manager, Certification Pre-Professional Assessment Certification in Nutrition, Food, and Wellness

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

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

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), Career and Community Leaders of America (FCCLA)

**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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA)

**SPORTS AND ENTERTAINMENT MARKETING II\*****MH322X0****1 CREDIT**

Prerequisite: MH31 Sports and Entertainment Marketing I

In this course, students acquire an understanding of selling, promotion, and market planning 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. English/language arts, mathematics and social studies are reinforced.

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

Aligned Industry Credential: Customer Service and Sales Certification, Advance Customer Service and Sales Certification, Fundamental Marketing Concepts

Affiliated CTE Student Organization: An association for Marketing Education students (DECA)

**SPORTS AND ENTERTAINMENT MARKETING II\* (HONORS)****MH325X0****1 CREDIT**

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.

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

**Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes

Aligned Industry Credential: Customer Service and Sales Certification, Advance Customer Service and Sales Certification, Fundamentals Marketing Concepts

Affiliated CTE Student Organization: An association for Marketing Education students (DECA)

#### **ENTREPRENEURSHIP I**

**ME112X0**

**1 CREDIT**

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

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

**ME115X0**

**1 CREDIT**

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

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

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

**ME125X0**

**1 CREDIT**

Prerequisite: ME11 Entrepreneurship I

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.

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

Aligned Industry Credential: Concepts of Entrepreneurship & Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

## HUMAN SERVICES

Pathways					Cluster Enhancement Courses
<b>Early Childhood Development &amp; Services</b>	BF05 Personal Finance  BF10 Principles of Business & Finance	FE60 Parenting & Child Development		CS95 CTE Advanced Studies	CC45 Career Management BM10 Microsoft Word & PowerPoint BM20 Microsoft Excel FN41 Foods I ME11 Entrepreneurship I CS97 CTE Internship

### EARLY CHILDHOOD DEVELOPMENT AND SERVICES

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

Aligned Industry Credential: CFNC.org Certified Financial Basics for High School and Beyond, EverFi, WISE

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), Family Career and Community Leaders of America (FCCLA)

#### PRINCIPLES OF BUSINESS AND FINANCE

**BF102X0**

**1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

## MANUFACTURING

Pathways					Cluster Enhancement Courses
<b>Manufacturing Production Process Development</b>		FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II*	ME11 Entrepreneurship I  CS95 CTE Advanced Studies	CC45 Career Management BM10 Microsoft Word & PowerPoint BM20 Microsoft Excel IC61 Drafting I BF05 Personal Finance CS97 CTE Internship

### MANUFACTURING PRODUCTION PROCESS DEVELOPMENT

#### APPAREL AND TEXTILE PRODUCTION I

**FA312X0**

**1 CREDIT**

Prerequisite: None

\*For safety reasons, enrollment is not to exceed 20 in this course.

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

#### APPAREL AND TEXTILE PRODUCTION II\*

**FA322X0**

**1 CREDIT**

Prerequisite: FA31 Apparel and Textile Production I

\*For safety reasons, enrollment is not to exceed 20 in this course.

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced.

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

Aligned Industry Credential: Pre-Professional Assessment Certification in Fashion, Textiles, and Apparel

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

#### APPAREL AND TEXTILE PRODUCTION II (HONORS)\*

**FA325X0**

**1 CREDIT**

Prerequisite: FA31 Apparel and Textile Production I

\*For safety reasons, enrollment is not to exceed 20 in this course.

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

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

Aligned Industry Credential: Pre-Professional Assessment Certification in Fashion, Textiles, and Apparel

Affiliated CTE Student Organization: Family Career and Community Leaders of America (FCCLA)

#### **ENTREPRENEURSHIP I**

**ME112X0**

##### **1 CREDIT**

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

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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)

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

**ME115X0**

##### **1 CREDIT**

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

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


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

Aligned Industry Credential: Venture Entrepreneurial Expedition

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA)



## STEM

Pathways	 <b>CareerClusters™</b> <small>PATHWAYS TO COLLEGE &amp; CAREER READINESS</small> <b>Science, Technology, Engineering &amp; Mathematics</b>				Cluster Enhancement Courses
<b>Engineering &amp; Technology</b>	TE11 Technology Engineering & Design	IC61 Drafting I	IV22 Drafting II – Engineering*	CS95 CTE Advanced Studies	CC45 Career Management BM10 Microsoft Word and PowerPoint BM20 Microsoft Excel ME11 Entrepreneurship I BF10 Principles of Business & Finance BF05 Personal Finance CS97 CTE Internship
		TE12 Technological Design* IC61 Drafting I	TE13 Engineering Design		

## ENGINEERING & TECHNOLOGY

### TECHNOLOGY ENGINEERING AND DESIGN

**TE112X0**

**1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Technology Student Association (TSA)

### 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, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

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

Aligned Industry Credential: Autodesk Auto CAD Certified User

Affiliated CTE Student Organization: SkillsUSA

**DRAFTING II – ENGINEERING\*****IV222X0****1 CREDIT**

Prerequisite: IC61 Drafting I

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric- Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts and mathematics are reinforced.

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

Aligned Industry Credential: Autodesk Inventor Certified User or Certified SolidWorks Associate (CSWA)

Affiliated CTE Student Organization: SkillsUSA

**DRAFTING II – ENGINEERING\* (HONORS)****IV225X0****1 CREDIT**

Prerequisite: IC61 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.

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

Aligned Industry Credential: Autodesk Inventor Certified User or Certified SolidWorks Associate (CSWA)

Affiliated CTE Student Organization: SkillsUSA

**TECHNOLOGICAL DESIGN\*****TE122X0****1 CREDIT**

Prerequisite: TE11 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 required.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Technology Student Association (TSA)

**TECHNOLOGICAL DESIGN\* (HONORS)****TE125X0****1 CREDIT**

Prerequisite: TE11 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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Technology Student Association (TSA)

**ENGINEERING DESIGN\*****TE132X0****1 CREDIT**

Prerequisite: TE12 Technological Design

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English language arts, mathematics and science are reinforced.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Technology Student Association (TSA)

**ENGINEERING DESIGN\*(HONORS)****TE135X0****1 CREDIT**

Prerequisite: TE12 Technological Design

In addition to the standard course requirements for Engineering Design, this honors-level course extends the standards course of study to a more challenging level for the student who 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 with the course, if available.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: Technology Student Association (TSA)

## ENHANCEMENT COURSES for ALL CLUSTERS

**CAREER MANAGEMENT****CC452X0****1 CREDIT**

Prerequisite: None

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization:

**CTE ADVANCED STUDIES****CS952X0****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

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

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

**CTE INTERNSHIP (HONORS) \*\*****CS975X0****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.

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

Aligned Industry Credential: None

Affiliated CTE Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

**CAREER ACADEMY INTERNSHIP (HONORS) (Career Academy Students Only)****CS975X0B****1 CREDIT**

## **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</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</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</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</b>
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Prerequisite: English II, honors-level recommended

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are 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.

**ENGLISH IV (HONORS)****10245X0****1 CREDIT**

Prerequisite: English III

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

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****1A017X0****1 CREDIT**

Prerequisite: English III, honors-level recommended

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

**ENGLISH ELECTIVE COURSES****AFRICAN AMERICAN LITERATURE (HONORS)****10255X0J****1 CREDIT**

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

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

In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and 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.

**CREATIVE WRITING II (HONORS)****10255X0K****1 CREDIT**

Recommended prerequisite(s): Creative Writing I

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

**LEADERSHIP IN MEDIA I (HONORS)****10255X0C****1 CREDIT**

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

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

**NEWSPAPER I****10312X0G****1 CREDIT**

Recommended prerequisite(s): Application and teacher recommendation

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.

**NEWSPAPER II (HONORS)****10325X0A****1 CREDIT**

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.

**NEWSPAPER III (HONORS)****10335X0****1 CREDIT**

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.

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

This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their

thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.

**SPEECH II (HONORS)**

**10155X0**

**1 CREDIT**

Recommended prerequisite(s): Speech I Honors

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

### **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 courses may be offered as two semester courses with one credit awarded for each semester. Students are allowed to take both semesters of a level but it is not a requirement. The ESL teacher is the best resource for making decisions regarding course changes.

**ESL I**

**10382X02 (Part I)**

**1 CREDIT**

**10382X03 (Part II)**

**1 CREDIT**

This course is recommended for 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.

**ESL II**

**10382X04 (Part I)**

**1 CREDIT**

**10382X05 (Part II)**

**1 CREDIT**

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.

**ESL III**

**10382X06 (Part I)**

**1 CREDIT**

**10382X062 (Part II)**

**1 CREDIT**

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.

**ADVANCED LANGUAGE SUPPORT FOR ELLS**

**10382X08 (Part I)**

**1 CREDIT**

**10382X082 (Part II)**

**1 CREDIT**

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.

## **Healthful Living Courses**

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

### **REQUIRED COURSE**

#### **HEALTHFUL LIVING I**

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

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

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

### **PHSICAL 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.

#### **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

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

#### **WEIGHT TRAINING AND CONDITIONING III**

**60292X0L****1 CREDIT**

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

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

#### **TEAM SPORTS I**

**60292X0J****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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

#### **TEAM SPORTS II**

**60292X0K****1 CREDIT**

Recommended prerequisite(s): Team Sports I

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

#### **LIFETIME SPORTS I**

**60292X0D****1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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 High School Program Planning Guide 2019-2020

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

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**

#### **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,

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

#### **SPORTS MEDICINE II**

**60642X0**

**1 CREDIT**

Recommended prerequisite(s): Sports Medicine I

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

#### **SPORTS MEDICINE III (HONORS)**

**60655X0**

**1 CREDIT**

Pre-requisite: Successful completion of Sports Medicine I and II

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

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**

#### **STUDENT LEADERSHIP**

**60292X0H**

**1 CREDIT**

Recommended prerequisite(s): Healthful Living I

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.



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

Recommended prerequisite(s): Healthful Living I

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

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

Recommended prerequisite(s): PEPI I

The course is an extension of PEPI I. Students in this course will take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at 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.

## **Mathematic Courses**

The high school mathematics course of study is based upon the NC Math Standards adopted by the North Carolina State Board of Education in June, 2016. These 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 visit <http://maccss.ncdpi.wikispaces.net/>. The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at <https://tinyurl.com/y97ee8ta>

### **FUNDAMENTAL MATH I (ELECTIVE CREDIT)**

**28002X0B**

**1 CREDIT**

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.

### **INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)**

**20202X0**

**1 CREDIT**

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

### **FOUNDATIONS OF NC MATH 1 (ELECTIVE CREDIT)**

**20902X0**

**1 CREDIT**

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

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

### **NC MATH 1B**

**21092X0B**

**1 CREDIT**

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

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

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

<b>NC MATH 1</b>	<b>21092X0</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 NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

<b>FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT)</b>	<b>20912X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Marginal proficiency in NC Math 1

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

<b>NC MATH 2</b>	<b>22092X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): NC Math 1

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

<b>NC MATH 2 (HONORS)</b>	<b>22095X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): NC Math 1

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

<b>NC MATH 3</b>	<b>23092X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): NC Math 2

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all 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 NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.

<b>NC MATH 3 (HONORS)</b>	<b>23095X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): Honors NC Math 2

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

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

<b>ADVANCED FUNCTIONS AND MODELING</b>	<b>24002X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): NC Math 3		

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions, probability, statistics, trigonometry, financial literacy. Appropriate technology, from manipulatives to calculators and application software, are used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. This course is accepted as the fourth math for admission to UNC System institutions.

<b>PRECALCULUS (HONORS)</b>	<b>24035X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Honors NC Math 3		

The Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, 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. This course is accepted as the fourth math for admission to UNC System institutions.

<b>ADVANCED PLACEMENT STATISTICS</b>	<b>2A037X0</b>	<b>1 CREDIT</b>
Recommended prerequisite(s): Honors NC Math 3 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.

<b>ADVANCED PLACEMENT CALCULUS: AB</b>	<b>2A007X0</b>	<b>1 CREDIT</b>
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.

<b>ADVANCED PLACEMENT CALCULUS: BC</b>	<b>2A017X0</b>	<b>1 CREDIT</b>
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 3

The following mathematics elective courses do not count as the 4<sup>th</sup> math required for graduation.

<b>INTRODUCTION TO COLLEGE MATHEMATICS (HONORS)</b>	<b>28005X0H</b>	<b>1 CREDIT</b>
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.

<b>MATHEMATICAL ANALYSIS (HONORS)</b>	<b>28005X0J</b>	<b>1 CREDIT</b>
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.

## **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</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>ADVANCED PLACEMENT BIOLOGY</b>	<b>3A007X0</b>	<b>1 CREDIT</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>ANATOMY AND PHYSIOLOGY (HONORS)</b>	<b>33305X0</b>	<b>1 CREDIT</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): NC Math 3 or concurrent enrollment in NC Math 3

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</b>
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Recommended prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

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>ADVANCED PLACEMENT CHEMISTRY</b>	<b>3A017X0</b>	<b>1 CREDIT</b>
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Recommended prerequisite(s): NC Math 3 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.

### **EARTH SCIENCE**

<b>EARTH 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 (HONORS)</b>	<b>35015X0</b>	<b>1 CREDIT</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>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b>	<b>3A027X0</b>	<b>1 CREDIT</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): NC Math 3 or concurrent enrollment in NC Math 3

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

### **PHYSICS (HONORS)**

**34305X0**

**1 CREDIT**

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

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.

### **ADVANCED PLACEMENT PHYSICS I-ALGEBRA BASED**

**3A057X0**

**1 CREDIT**

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 NC Math 2 and be concurrently taking NC Math 3. 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.

## **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.

### **RESEARCH METHODS AND TECHNIQUES (HONORS)**

**30205X0E**

**1 CREDIT**

Recommended prerequisite(s): NC Math 1 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.

## Social Studies Courses

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

### REQUIRED SOCIAL STUDIES COURSES

<b>WORLD HISTORY</b>	<b>43032X0</b>	<b>1 CREDIT</b>
<b>WORLD HISTORY (HONORS)</b>	<b>43035X0</b>	<b>1 CREDIT</b>

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.

<b>AMERICAN HISTORY I</b>	<b>43042X0</b>	<b>1 CREDIT</b>
<b>AMERICAN HISTORY I (HONORS)</b>	<b>43045X0</b>	<b>1 CREDIT</b>

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.

<b>AMERICAN HISTORY II</b>	<b>43052X0</b>	<b>1 CREDIT</b>
<b>AMERICAN HISTORY II (HONORS)</b>	<b>43055X0</b>	<b>1 CREDIT</b>

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.

<b>AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS</b>	<b>42092X0</b>	<b>1 CREDIT</b>
<b>AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS)</b>	<b>42095X0</b>	<b>1 CREDIT</b>

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

<b>21<sup>ST</sup> CENTURY GLOBAL GEOGRAPHY</b>	<b>45052X0</b>	<b>1 CREDIT</b>
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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.

<b>CONTEMPORARY LAW AND JUSTICE (HONORS)</b>	<b>48005X0J</b>	<b>1 CREDIT</b>
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This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

<b>SOCIOLOGY/ PSYCHOLOGY</b>	<b>48002X0B</b>	<b>1 CREDIT</b>
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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 HUMAN GEOGRAPHY**

**4A027X0**

**1 CREDIT**

Advanced Placement Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial 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**

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**

This course is paired with Honors American History: Founding Principles, Civics & Economics and is taught year-long.

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

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

**4A077X0**

**1 CREDIT**

This course is designed to encourage students to become apprentice historians who 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.



## **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>

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>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 NC MATH 1**  
**NC MATH 1B**  
**FOUNDATIONS OF NC MATH 2**  
**FOUNDATIONS OF NC MATH 3**

<b>VOCATIONAL EXPERIENCE CAREER TRAINING</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.

### **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.

### **ENGLISH III**

**9212BX0**

**1 CREDIT**

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

### **ENGLISH IV**

**9213BX0**

**1 CREDIT**

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

**INTRODUCTION TO MATHEMATICS****9220BX0****1 CREDIT**

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

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

NC Math 1A prepares students for the subsequent course, NC Math 1. Successful completion of both NC Math 1A and NC Math 1 will fulfill the NC Math 1 requirement. Students will receive two credits: NC Math 1A as an elective credit and NC Math 1 as the NC Math 1 CREDIT.

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

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

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

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

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

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

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

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

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

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

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

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

This course will guide students from the late nineteenth century time period through the early 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.

**AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS**

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

**OCS COURSES TAKEN ON NCVPS**

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

**CERTIFICATE COURSES**  
**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**

<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**

<b>NC MATH 1A</b>	<b>9324AX0</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>NC MATH 1B</b>	<b>9325AX0</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**

### **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.

<b><u>MODERN LANGUAGE LEVEL 1</u></b>	<b>French I</b>	<b>11012X0</b>	<b>1 CREDIT</b>
	<b>Spanish I</b>	<b>11412X0</b>	<b>1 CREDIT</b>

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

<b><u>MODERN LANGUAGE LEVEL 2</u></b>	<b>French II</b>	<b>11022X0</b>	<b>1 CREDIT</b>
	<b>Spanish II</b>	<b>11422X0</b>	<b>1 CREDIT</b>

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

<b><u>MODERN LANGUAGE LEVEL 3</u></b>	<b>French III (Honors)</b>	<b>11035X0</b>	<b>1 CREDIT</b>
	<b>Spanish III (Honors)</b>	<b>11435X0</b>	<b>1 CREDIT</b>

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

<b>FRENCH IV (HONORS)</b>	<b>11045X0</b>	<b>1 CREDIT</b>
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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, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students 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.

<b>FRENCH V (HONORS)</b>	<b>11055X0</b>	<b>1 CREDIT</b>
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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

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

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students 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**

Recommended prerequisite: Spanish IV

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

**ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE****1A087X0****1 CREDIT**

Recommended prerequisite(s): Spanish IV or Spanish V

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

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

**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**

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**

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**

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.

**LATIN VI (HONORS)****12465X0****1 CREDIT**

Recommended prerequisite(s): Latin IV or Latin V

### **Other Credit Programs**

**COLLEGE AND UNIVERSITY COURSES**

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





# WAKE COUNTY PUBLIC SCHOOL SYSTEM

## 4-Year 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 \_\_\_\_\_

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 Additional Course								
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 \_\_\_\_\_



# High School Registration Work Plan

Name \_\_\_\_\_ ID# \_\_\_\_\_ Email \_\_\_\_\_  
Last First Middle

Parent/Court Appointed Custodian Address:

\_\_\_\_\_  
\_\_\_\_\_

2019-2020 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 \_\_\_\_\_

## High School Course Code Legend

Base Course Code

**PLUS** the following variations for scheduling purposes

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