

WAKE YOUNG MEN'S LEADERSHIP ACADEMY



HIGH SCHOOL REGISTRATION GUIDE 2020—2021

Welcome to that exciting time of year when you review the courses you will take during the upcoming school year. This registration guide is designed to help parents and students make important decisions about course selections and provide information to promote a successful middle school and high school experience. Our goal is to provide a quality educational experience for all students at Wake Young Men's Leadership Academy.

Parents and students are encouraged to use all registration materials to plan a program of study that will promote success. We also encourage parents and students to review the **WCPSS 2020—2021 Middle and High School Planning Guides** for important information regarding the planning and registration process. This guide can be found on the WYMLA or WCPSS websites. School counselors and teachers are always available to assist you in making course selections that are appropriate for your student's future. Please contact your student's counselor or teacher if you need assistance.

Working together, parents, students, and the school can ensure that wise decisions are made concerning programs and courses for the upcoming school year.

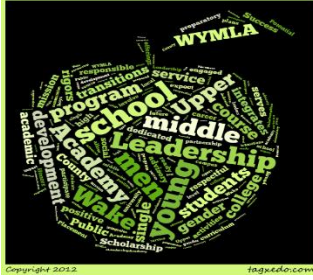
COUNSELOR REGISTRATION APPOINTMENTS

WYMLA COUNSELORS ARE AVAILABLE TO ASSIST CURRENT 6-12 GRADE PARENTS WITH THE REGISTRATION PROCESS. IF YOU HAVE ANY QUESTIONS ABOUT YOUR CHILD'S COURSE SELECTIONS, OR IF YOU NEED TO REVIEW YOUR CHILD'S COURSE OF STUDY, GRADUATION PLAN, OR TRANSCRIPT, CONTACT MRS. MCGLADE (GRADES 6-9) OR MR. CITRINI (GRADES 10-13) DIRECTLY.

SCHOOL COUNSELORS

MICHEAL CITRINI: MCITRINI@WCPSS.NET (919) 644-5644 EXT. 27102
ABIGAIL MCGLADE: AMCGLADE@WCPSS.NET (919) 644-5644 EXT. 27103

INFORMATION



The WCPSS Academic Department created several resources to assist students and parents with the registration process. All of these documents are available on the system's website. Please take moment to review the resources.

2020-2021 WYMLA Course Catalog can be found at:

<http://www.wcpss.net/wakeyoungmen>



Students



Student
Services



Course
Registration
Materials

High School Program Planning Guide

This guide provides an overview of the high school programs at all WCPSS high schools. It also provides a description of each high school course. The guide contains information about grading systems, promotion requirements, graduation requirements, UNC System admission requirements, and Driver's Education.

WYMLA

STUDENT CREED

I am a Wake Young Men's Leadership Academy student.

This is my school and these are my brothers.

I am committed to Scholarship in being the best student I can be.

I am committed to Service in making my community stronger.

I am committed to Success in being my brother's keeper.

I am responsible for my actions.

I am respectful of my family.

I am dedicated to my school.

I am a leader.



High School Program



With a rigorous schedule of honors core classes, we prepare students to enter our early college setting by junior year. A typical WYMLA student will earn all of his high school credits by the end of his sophomore year, with the exception of English 3 & 4, American History I and II and Healthful Living. Schedules are subject to change based on course offerings and student needs. Please reference these sample schedules based on 8th grade math completion:

Grade 9

Common Core Math II Honors	Common Core Math III Honors
World History Honors	English I Honors
Freshmen Seminar	Environmental Science Honors
Spanish I or Spanish II	Elective

Grade 10

Common Core Math III/IV Honors/ Pre-Calculus	Elective
Biology Honors	Chemistry Honors
English II Honors	Civics & Economics Honors
Elective	Spanish II or Elective

High School Electives

Principles of Business and Finance Honors	Speech I Honors
Microsoft Word Honors	Speech II Honors
Entrepreneurship I Honors	Visual Arts Beginning (I)
Entrepreneurship II Honors	Visual Arts Intermediate (II)
Freshmen Seminar	Spanish (I and II)

Early College Program

Upon successful completion of core class prerequisites, students will begin at Saint Augustine's University in the fall of their junior year. Students will take a combination of high school and college level courses. College course placement is dependent upon grades, testing, maturity, and teacher recommendations. WCPSS staff are housed on the SAU campus and teach sections of English III and IV Honors, and American History I and II Honors. Students have the opportunity to earn up to two years of credits towards a bachelor's degree and can choose to stay for a fifth year at SAU to accumulate more credits.

Saint Augustine's University provides a healthy learning environment where students are prepared to excel academically and socially in order to be equipped for leadership roles in a complex, diverse, and dynamically changing world. The university is committed to offering rigorous academic programs and research opportunities at the undergraduate and graduate levels to achieve its core values. Please reference the sample schedules below for a general timeline of course completion. Each student will work with his counselor and college liaison to complete an individualized schedule that best fits his goals and needs. Course offering may vary from semester to semester.

11th Grade Sample (The typical student may take 3 college classes and 1 high school each semester)

Semester 1	Semester 2
American History I Honors (HS)	American History II Honors (HS)
FYE 101—First Year Experience	ENGL 131 or ENGL 132—English Composition II
English III Honors (HS) or ENGL 131—English Composition I	Principles of Biology 132 with Lab
CC Math IV Honors (HS) or MATH 131—College Algebra*	MATH 135—Algebra and Trigonometry*
Principles of Biology 131 with Lab	FYE 102—First Year Experience
PE 101 Health Education and Wellness	PE 104 Health Education Physical Activity
Entrepreneurship I/II	Internship (Fall or Summer) Honors

12th Grade Sample

Semester 1	Semester 2
HIST 224: African-American History I	HIST 225: African-American History II
ENGL 245 Studies in Literature	English IV Honors (HS) or ENGL 331 Surveys of British Literature
MATH 231 Calculus*	MATH 201 Statistics
High School Career & Technical Education Elective	PE 123—Personal Health
College World Language	College World Language
COMM 201 Communication Skills	College Elective or High School Elective
Senior Seminar (All Students)	Argument and Theory (Honors)
Trends and Movement/ Internship	Entrepreneurship 2/ Internship

***Math Placement Test will be administered to determine the appropriate level of university math.**

FIRST-YEAR EXPERIENCE

The First-Year Experience Program (FYE) is dedicated to providing a comprehensive core of academic support services that will influence academic achievement and retention. The department is committed to providing meaningful, coherent and fulfilling experiences to increase the retention rate of its students by facilitating activities such as, Welcome Week, the Freshmen Studies Program, academic advisement, academic counseling, and many other activities.

FYE Program Goals

- To provide tools, tips, and strategies that will help students in the transition process from high school to university life.
- To prepare first time freshman to the academic rigor for college.
- To assist with the development of leadership, character, and responsibilities.
- To assist with the development for meaningful relationships with faculty and staff of Saint Augustine's University.

SENIOR YEAR INTERNSHIPS

With the guidance of our career development coordinator, each student will complete an internship by the end of their senior year. Students will have the opportunity to shadow and work in a career field that most interests them. Students will complete a presentation on their experience for our Business Alliance, and they will earn a credit on their transcripts for their internship experience.

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

VISUAL ARTS - BEGINNING 54152XoA 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 54162XoA 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).

Career & Technical Education

Understanding Career Pathways

CTE Career Pathway charts are included for each Career Pathway offered and are organized as follows:

- WCPSS Pathways are grouped by National Career Clusters and Pathways shown in blue headings.
- Pathway courses are designated in white beginning with either a Foundational Prerequisite or a Recommended Pathway Entry Course.
- Prerequisite courses are listed in the second column and must be completed before students can enroll in the Concentrator Course, shown in orange in the third column.
- Students are considered Concentrators when they successfully complete the Concentrator Course and related prerequisite(s).
- Career Pathway Major courses offer an extension of the pathway learning and always include some work-based learning offerings.
- Supplemental Career Employability Skills and Supplemental Technical Courses provide additional skills for students to deepen their knowledge, skills and abilities and better prepare them for careers.
- CTE encourages students to utilize as many courses as possible in the pathway.

PRINCIPLES OF BUSINESS AND FINANCE BF102Xo**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

ENTREPRENEURSHIP I (HONORS)**ME115Xo****1 CREDIT***Prerequisite: None*

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

ENTREPRENEURSHIP II (HONORS)**ME125Xo****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 an 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, Venture Entrepreneurial Expedition, Entrepreneurship and Small Business

SUPPLEMENTAL COURSES**MICROSOFT WORD & POWERPOINT (HONORS) BM105Xo****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)

CTE INTERNSHIP (HONORS)**REQUEST CAREER PATHWAY SPECIFIC CODE***Prerequisite: None*

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

- Work Based Learning Opportunities: Apprenticeship: No 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)

English Language Arts Courses

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

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I (HONORS) 10215Xo1 CREDIT

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

ENGLISH II (HONORS) 10225Xo 1 CREDIT

Prerequisite: English I

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

ENGLISH III (HONORS) 10235Xo 1 CREDIT

Prerequisite: English II

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

ENGLISH IV (HONORS) 10245Xo 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.

ENGLISH ELECTIVE COURSES

SPEECH I (HONORS) 10145Xo 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) 10155Xo1 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.

TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE (SAU) 10252XoM 1 CREDIT

This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of work, do research, and develop projects.

ARGUMENT THEORY AND PRACTICE (HONORS) (SAU) 10185XoD 1 CREDIT

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

Healthful Living Courses

The Healthful Living I course is required for high school graduation. Students will be enrolled in a Health and PE course during the 11th and/or 12th grade year while at Saint Augustine's University.

Mathematics Courses

NC MATH 1 21092Xo 1 CREDIT

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

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

NC MATH 2 (HONORS) 22095Xo 1 CREDIT

Recommended prerequisite(s): NC Math 1

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

NC MATH 3 (HONORS) 23095Xo 1 CREDIT

Recommended prerequisite(s): Honors NC Math 2

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

NC Math 4 (Honors) 24095Xo 1 CREDIT

Recommended prerequisite(s): Honors NC Math 3

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

PRECALCULUS (HONORS) TBD 1 CREDIT

Recommended prerequisite(s): Honors NC Math 3

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course. This course is accepted as the fourth math for admission to UNC System institutions.

Science Courses

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

BIOLOGY

BIOLOGY (HONORS) 33205X0 1 CREDIT

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

CHEMISTRY

CHEMISTRY (HONORS) 34205X0 1 CREDIT

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.

EARTH SCIENCE

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

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

Social Studies Courses

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

WORLD HISTORY (HONORS) 43035X0 1 CREDIT

This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

AMERICAN HISTORY I (HONORS): FOUNDING PRINCIPLES 43045X0 1 CREDIT

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

AMERICAN HISTORY II (HONORS) 43055X0 1 CREDIT

In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause – and – effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS) 42095X0 1 CREDIT

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help prepare students to become responsible and effective citizens in an interdependent world.

SOCIAL STUDIES ELECTIVES

FRESHMEN SEMINAR 96102X0E 1 CREDIT

This course is designed for rising freshmen who have shown leadership potential and are interested in honing ability and learning new skills in order to take on the rigors of high school. This Paideia-style course will allow a diverse group of students the opportunity to interact with other leaders and to engage them through a variety of activities and problem-solving methods.

Special Education Courses

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

DIPLOMA COURSES

CURRICULUM ASSISTANCE	96102XoK	1 CREDIT
CURRICULUM ASSISTANCE (9)	96102XoL	1 CREDIT
CURRICULUM ASSISTANCE (10)	96102XoM	1 CREDIT

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. The three main components of CA are tutorial, remedial, and study skills instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

World Language Courses

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

Spanish I **11412Xo 1 CREDIT**

The Level 1 Modern Languages course is the first in a multi-course sequence of communicative, proficiency-based courses. In Level 1, students learn the foundations of the language's vocabulary and structures in order to communicate in simple sentences on simple topics related to basic, necessary skills in the target language. Classes are conducted primarily in the target language with a strong focus on comprehensible input at a level appropriate for novice learners. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. As in all courses in 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.

Spanish II **11422Xo1 CREDIT**

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

COLLEGE AND UNIVERSITY COURSES

College courses, which may be delivered by a community college, a 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.

GRADUATION REQUIREMENTS

For Ninth Graders Entering in 2020-2021	
CONTENT AREA	FUTURE-READY CORE (FRC)
English	4 Credits I, II, III, IV
Mathematics	4 credits Math I, Math II, Math III, and a 4th Math Course to be aligned with the student's post high school plans. In the rare instance that a principal exempts a student from the FRC math sequence, the student would be required to pass Math I and Math II and two other application - based math courses.
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
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 Civics and Economics
Second Language	2 Credits Not required for graduation. Required to meet MAR (minimum application requirements) for UNC System Universities.
Health & Physical Education	1 Credit Health/Physical Education
Career Technical Education (CTE)	2 Elective Credits Not required for graduation.
Additional Electives	2 Credits
Total	22 Credits

From Grade	High School Promotion Criteria	Credits
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, one in science	8
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	12
12	English IV, complete Course of Study requirements, and successful completion of identified state tests.	22