

# High School Program Planning Guide 2016 – 2017



Abridged Edition

# 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, Garner, and Millbrook operate on a 4-period A/B schedule. These schedules allow students to earn eight credits each year of high school. Graduation from Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake, Enloe, Fuquay-Varina, Garner, Heritage High, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, Wake Forest, and Wakefield High Schools requires completion of a minimum of 26 credits.

Students at Broughton High School must complete twenty-five hours of community service per year.

Students at the East Wake High Schools may have additional graduation requirements.

Students at Longview, Phillips, Wake Early College of Health and Sciences, Wake NC State University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone College & Career Academy entering 9<sup>th</sup> grade in 2009-2010 through 2011-2012 must complete 22 credits to graduate.

Students who attend Southeast Raleigh Magnet High School must acquire four science credits.

Students in the Occupational Course of Study at all high schools must complete 22 credits, 700 work hours, and present a career portfolio to graduate. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake NC University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone College & Career Academy.

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

Math I (formerly Algebra I) is a graduation requirement for all students. The only 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 Math I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance* statement on the student's IEP.

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

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

| 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 GCS-M-001.</li> </ul> </li> <li>• Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per the WorldClass Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.</li> </ul> |

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

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

## Graduation Requirements Course of Study Chart

| *Content Area                 | FUTURE READY CORE  | Occupational Course of Study<br>Selected IEP students excluded from EOC Proficiency Level requirements)  |
|-------------------------------|--|--|
| English                       | <b>4 Credits</b> <ul style="list-style-type: none"> <li>English I, II, III and IV</li> </ul>   | <b>4 Credits</b> <ul style="list-style-type: none"> <li>OCS English I, II, III and IV</li> </ul>   |
| Math                          | <b>4 Credits</b> <ul style="list-style-type: none"> <li>Math I</li> <li>Math II</li> <li>Math III</li> <li>4th Math Course beyond Math III and aligned with the student's post high school plans.</li> </ul> <p><i>(In the rare instance a principal exempts a student from the Future Ready Course of Study math sequence, the student would be required to pass Common Core Math I and Common Core Math II and two other application-based math courses.)</i></p>  | <b>3 Credits</b> <ul style="list-style-type: none"> <li>OCS Intro to Math</li> <li>OCS Math I</li> <li>OCS Financial Management</li> </ul>   |
| Science                       | <b>3 Credits</b> <ul style="list-style-type: none"> <li>Physical Science course</li> <li>Biology</li> <li>Earth/ Environmental Science</li> </ul>  | <b>2 Credits</b> <ul style="list-style-type: none"> <li>OCS Applied Science</li> <li>OCS Biology</li> </ul>  |
| Social Studies                | <b>4 Credits</b> <ul style="list-style-type: none"> <li>World History (or AP World History)</li> <li>American History I: The Founding Principle</li> <li>American History II (or AP US History + one additional Social Studies elective)</li> <li>Civics and Economics</li> </ul>  | <b>2 Credits</b> <ul style="list-style-type: none"> <li>OCS American History I</li> <li>OCS American History II</li> </ul>   |
| World Languages               | Not required for high school graduation<br>( However, minimum 2 credits required for admission to UNC system colleges/universities)  | Not required   |
| Health and Physical Education | <b>1 Credit</b> <ul style="list-style-type: none"> <li>Healthful Living I</li> </ul>   | <b>1 Credit</b> <ul style="list-style-type: none"> <li>Healthful Living I</li> </ul>   |
| Specific Electives            | <b>6 Credits- required 2 Elective credits of any combination from either:</b> <ul style="list-style-type: none"> <li>Career and Technical Education (CTE)</li> <li>Arts Education</li> <li>World Languages</li> </ul> <p><b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b></p> <ul style="list-style-type: none"> <li>Career and Technical Education (CTE)</li> <li>JROTC – Arts Education (e.g. dance, music, theater arts, visual arts)</li> <li>Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)</li> </ul> | <b>6 credits</b> <ul style="list-style-type: none"> <li>Occupational Preparation I, II, III &amp; IV</li> <li>Elective credits/completion of IEP objectives/Career Portfolio required</li> </ul> <p>Recommended: at least one credit in an arts discipline</p> |
| Career Technical              |  | <b>4 credits</b> <ul style="list-style-type: none"> <li>Career/Technical Education courses</li> </ul>  |
| Additional Courses            | <b>4 credits</b> <ul style="list-style-type: none"> <li>Any discipline area</li> </ul>   |  |
| Total                         | <b>26 credits</b>  | <b>22 credits</b>  |

# High School Courses Taken at the Middle School

## 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 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 25% 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 (6th 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 Math I must take the Math I End of Course Test, which counts as 25% 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 Admissions Requirements

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

| <b>UNC SYSTEM ADMISSION MINIMUM REQUIREMENTS<br/>(Effective Fall 2006)</b>  |
|---|
| <p>Six (6) credits in <b>language</b>, including</p> <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>  |
| <p>Four (4) credits in <b>mathematics*</b> in any of the following combinations:<br/>           For students entering high school prior to 2012-13:</p> <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> <li>• For students entering high school in 2012-13 and beyond:</li> <li>• Common Core Math I, II, III and one credit beyond Common Core Math III</li> </ul> <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p> |
| <p>Three (3) credits in <b>science</b>, including</p> <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> <li>•</li> </ul>   |
| <p>Two credits in <b>social studies</b>, including,</p> <ul style="list-style-type: none"> <li>• One (1) credit in United States history**</li> <li>• One additional credit</li> </ul> <p>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p>  |

## PROMOTION REQUIREMENTS

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

**Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake, Enloe, Fuquay-Varina, Garner, Green Hope, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Southeast Raleigh, Rolesville, Wake Forest, and Wakefield High Schools – beginning with students entering ninth grade for the first time in 2003-2004 and beyond.**

| From Grade | Promotion Criteria  | Credits |
|------------|---|---------|
| 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, and Wake Early College of Health and Sciences, Wake-NC State University STEM Early College, Wake Young Men’s Leadership Academy, Wake Young Women’s Leadership Academy and Vernon Malone College and Career Academy --beginning with students entering ninth grade for the first time in 2001-2002 and beyond.**

| From Grade | 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, 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      |



## **ELECTIVE COURSE DESCRIPTIONS**

**Elective Courses are organized into the following Curriculum Areas:**

- **Arts Education:** (Areas: Visual Arts, Dance, Theatre Arts, Choral Music, Instrumental Music)
- **Career and Technical Education:** (Areas: Agricultural, Business, Finance and Information Tech., Career Development, Family and Consumer Science, Health Science, Marketing & Entrepreneurship, Technology Engineering and Design, Trade and Industrial, Project Management)
- **English Electives**
- **Healthful L Electives**
- **Science Electives**
- **Social Studies Electives**
- **World Languages**
- **Other Credit Programs**

### **ARTS EDUCATION**

#### **VISUAL ARTS**

**ART HISTORY – VISUAL ART SPECIALIZATION (BEGINNING)**

**54612A**

**1 CREDIT**

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

**COMPUTER ART AND ANIMATION I- VISUAL ART SPECIALIZATION (INTERMEDIATE)**

**54622C**

**1 CREDIT**

Recommended prerequisite(s): Visual Arts I or portfolio

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

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

**54622B**

**1 CREDIT**

Recommended prerequisite(s): Arts I or teacher recommendation

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.

**VISUAL ARTS - BEGINNING (Visual Arts I)**

**54152A**

**1 CREDIT**

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

**VISUAL ARTS – INTERMEDIATE (Visual Arts II)**

**54162A**

**1 CREDIT**

Recommended prerequisite(s): visual arts i-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).

#### **DANCE**

**MODERN DANCE – BEGINNING (Modern Dance I)**

**51152A**

**1 CREDIT**

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

#### **THEATRE ARTS**

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

**53612A**

**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.

**THEATRE ARTS – BEGINNING (Theatre Arts I)**

**53152A**

**1 CREDIT**

This course trains students in basic aspects of body movement and vocal expression. 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.

**PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (BEGINNING)**

**53612X0B**

**1 CREDIT**

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

## CHORAL MUSIC

|   |               |                      |
|---|---------------|----------------------|
| <b>MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING)</b>  | <b>52172A</b> | <b>1 CREDIT</b>      |
| This course focuses on music's relationship to other arts disciplines, humanities, and world cultures.  |               |                      |
| <b>MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT)</b>   | <b>52185A</b> | <b>1 CREDIT (HN)</b> |
| This course is a study of notation, musical form and analysis, sight-reading, and some form of composition/arranging skills.  |               |                      |
| <b>VOCAL MUSIC - MIXED CHORUS – BEGINNING (Vocal Music I)</b>   | <b>52302A</b> | <b>1 CREDIT</b>      |
| 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. |               |                      |

## INSTRUMENTAL MUSIC

|  |                 |                 |
|--|-----------------|-----------------|
| <b>GUITAR – MUSIC SPECIALIZATION BEGINNING (Guitar I)</b>  | <b>52162X0D</b> | <b>1 CREDIT</b> |
| Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Participation in after-school rehearsals and performances is expected.   |                 |                 |
| <b>INSTRUMENTAL MUSIC: BAND – BEGINNING (Band I)</b>   | <b>52552A</b>   | <b>1 CREDIT</b> |
| Recommended prerequisite(s): Middle School band or audition<br>This course continues the development of basic instrumental music skills. Students focus on the fundamentals of music, correct tone production, balance, intonation, and ensemble playing through the study of simple band literature. Participation in after-school rehearsals and performances is expected. |                 |                 |
| <b>INSTRUMENTAL MUSIC: ORCHESTRA BEGINNING (Orchestra I)</b>   | <b>52402A</b>   | <b>1 CREDIT</b> |
| Recommended prerequisite(s): Middle School Strings or audition<br>This course further develops technical skills studied in middle school. Emphasis is placed on improvement in the areas of tuning, shifting, vibrato, bowing, and ensemble performance. Participation in after-school rehearsals and performances is expected.  |                 |                 |

## **CAREER AND TECHNICAL EDUCATION**

### AGRICULTURAL EDUCATION

|   |               |                 |
|---|---------------|-----------------|
| <b>AGRISCIENCE APPLICATIONS</b>   | <b>68102A</b> | <b>1 CREDIT</b> |
| Prerequisite: None<br>This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.                       |               |                 |
| <b>HORTICULTURE I</b>   | <b>68412B</b> | <b>1 CREDIT</b> |
| Prerequisite: None<br>This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. |               |                 |

### BUSINESS, FINANCE AND INFORMATION TECHNOLOGY EDUCATION

|   |               |                      |
|---|---------------|----------------------|
| <b>MICROSOFT EXCEL AND ACCESS</b>   | <b>64192A</b> | <b>1 CREDIT</b>      |
| Prerequisite: None<br>Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are expected to take the appropriate industry certification exam(s). This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access, <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a> . |               |                      |
| <b>MICROSOFT EXCEL, AND ACCESS (HONORS)</b>   | <b>64195A</b> | <b>1 CREDIT (HN)</b> |
| Prerequisite: None<br>In addition to the standard course requirements for Microsoft Excel, and Access 64192A, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a> .   |               |                      |

|  |                |                      |
|--|----------------|----------------------|
| <b>MICROSOFT WORD AND POWERPOINT</b>   | <b>64172A</b>  | <b>1 CREDIT</b>      |
| Prerequisite: None   |                |                      |
| Students in Microsoft IT Academies 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 newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are expected to take the appropriate industry certification exam(s). This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a> . |                |                      |
| <b>MICROSOFT WORD AND POWERPOINT (HONORS)</b>  | <b>64175A</b>  | <b>1 CREDIT (HN)</b> |
| Prerequisite: None   |                |                      |
| In addition to the standard course requirements for Microsoft Word, Power Point, and Publisher 64172A, 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 exams associated with the course, if available. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a> .  |                |                      |
| <b>MULTIMEDIA AND WEBPAGE DESIGN</b>   | <b>64142A</b>  | <b>1 CREDIT</b>      |
| Prerequisite: None   |                |                      |
| This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  |                |                      |
| <b>PERSONAL FINANCE</b>  | <b>87262A</b>  | <b>1 CREDIT</b>      |
| Prerequisite: None   |                |                      |
| This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.   |                |                      |
| <b>PRINCIPLES OF BUSINESS AND FINANCE</b>  | <b>87212A</b>  | <b>1 CREDIT</b>      |
| Prerequisite: None   |                |                      |
| This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content to current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  |                |                      |
| <b>FOUNDATIONS OF INFORMATION TECHNOLOGY</b>   | <b>BI102X0</b> | <b>1 CREDIT</b>      |
| Prerequisite: None   |                |                      |
| This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  |                |                      |
| <b>COMPUTER PROGRAMMING I</b>  | <b>BP102X0</b> | <b>1 CREDIT</b>      |
| This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  |                |                      |

## CAREER DEVELOPMENT

### **CAREER MANAGEMENT**

61452I

1 CREDIT

Prerequisite: None

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

## FAMILY AND CONSUMER SCIENCES EDUCATION

### **APPAREL I**

70352U

1 CREDIT

Prerequisite: None

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **FASHION MERCHANDISING**

66312A

1 CREDIT

Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **FOODS I**

70452A

1 CREDIT

Prerequisite: None

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

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

FH202X0

1 CREDIT

Prerequisite: Foods I is recommended as preparation for this course

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. An industrial cooking lab is necessary for this course.

### **INTERIOR DESIGN I**

71512B

1 CREDIT

Prerequisite: None

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

### **PARENTING AND CHILD DEVELOPMENT**

70652C

1 CREDIT

Prerequisite: None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **PRINCIPLES OF FAMILY AND HUMAN SERVICES**

FC112X0

1 CREDIT

Prerequisite: None

Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH SCIENCE EDUCATION

### **BIOMEDICAL TECHNOLOGY**

**72002B**

**1 CREDIT**

Prerequisite: None

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

### **HEALTH TEAM RELATIONS**

**72102A**

**1 CREDIT**

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

## MARKETING AND ENTREPRENEURSHIP EDUCATION

### **MARKETING**

**66212A**

**1 CREDIT**

Prerequisite: None

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

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

**66702A**

**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 strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## TECHNOLOGY ENGINEERING AND DESIGN

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

**80205A**

**1 CREDIT**

Prerequisite: None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **PRINCIPLES OF TECHNOLOGY I**

**80112B**

**1 CREDIT**

Prerequisite: None

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

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

**TS312X0**

**1 CREDIT**

Prerequisite: Scientific and Technical Visualization I

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

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

**TS315X0**

**1 CREDIT (HN)**

Prerequisite: Scientific and Technical Visualization I

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

**SCIENTIFIC AND TECHNICAL VISUALIZATION I** **80062A** **1 CREDIT**  
 Prerequisite: None  
 This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**TECHNOLOGY ENGINEERING AND DESIGN** **82102A** **1 CREDIT**  
 Prerequisite: None  
 This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have taken 8110 Fundamentals of Technology should not be enrolled in this course.

**TRADES AND INDUSTRIAL**

**ADOBE VISUAL DESIGN** **11312X0** **1 CREDIT**  
 Prerequisite: None  
 This course covers the Adobe curriculum course, Visual Design. The course content includes the following applications: Adobe Photoshop, Adobe In-design, and Adobe Illustrator. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for Adobe Photoshop certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COMPUTER ENGINEERING TECHNOLOGY I** **79912A** **1 CREDIT**  
 Prerequisite: None  
 This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CORE AND SUSTAINABLE CONSTRUCTION** **77002A** **1 CREDIT**  
 Prerequisite: None  
 This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**DIGITAL MEDIA I** **1A312X0** **1 CREDIT**  
 Prerequisite: None  
 This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

**DRAFTING I** **79212G** **1 CREDIT**  
 Prerequisite: None  
 This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FOUNDATIONS OF INFORMATION TECHNOLOGY** **88112A** **1 CREDIT**  
 Prerequisite: None  
 This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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|--|----------------|-----------------|
| <b>INTRODUCTION TO GRAPHIC COMMUNICATIONS</b>  | <b>79152A</b>  | <b>1 CREDIT</b> |
| 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.  |                |                 |
| <b>INTRODUCTION TO AUTOMOTIVE SERVICE</b>  | <b>IT112X0</b> | <b>1 CREDIT</b> |
| Prerequisite: None   |                |                 |
| This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.  |                |                 |
| <b>MASONRY I</b>   | <b>IC112X0</b> | <b>1 CREDIT</b> |
| Prerequisite: Core and Sustainable Construction  |                |                 |
| This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.   |                |                 |
| <b>NETWORK ENGINEERING TECHNOLOGY I</b>  | <b>79802F</b>  | <b>1 CREDIT</b> |
| Prerequisite: None   |                |                 |
| This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. |                |                 |

### PROJECT MANAGEMENT

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|---|---------------|-----------------|
| <b>PROJECT MANAGEMENT I</b>   | <b>85102A</b> | <b>1 CREDIT</b> |
| Prerequisite: None  |               |                 |
| This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. |               |                 |

## **ENGLISH ELECTIVES**

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|---|-----------------|----------------------|
| <b>AFRICAN AMERICAN LITERATURE</b>  | <b>10252X0A</b> | <b>1 CREDIT</b>      |
| This course explores African American writing and its relationship to American history and culture. Students study critical theories of African American literature and the contexts of cultural criticism through selected works by African American writers.  |                 |                      |
| <b>CREATIVE WRITING I</b>   | <b>10252D</b>   | <b>1 CREDIT</b>      |
| This course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence publication of a literary magazine.   |                 |                      |
| <b>CREATIVE WRITING I (HONORS)</b>  | <b>10255X0D</b> | <b>1 CREDIT (HN)</b> |
| In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and essay. Students will use a writer's workshop course structure of self- and peer- evaluation and multiple revisions to produce publishable works of literature. Students will be expected to develop an extended project of work over time, responding to feedback and revising for a specific audience, such as a school literary magazine.        |                 |                      |
| <b>CULTURAL MEDIA LITERACY</b>  | <b>10282D</b>   | <b>1 CREDIT</b>      |
| This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media. |                 |                      |
| <b>INTEGRATED READING</b>   | <b>10252X0F</b> | <b>1 CREDIT</b>      |
| Recommended co-requisite: English I   |                 |                      |
| This course is to be taught as a companion to English I and is designed for students who benefit from instruction in phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Students receive targeted instruction in reading at the same time they are taking English I in order to support their literacy growth in the context of opportunities to develop reading, writing, speaking, and viewing skills.   |                 |                      |

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|--|-----------------|----------------------|
| <b>INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA</b>   | <b>10312B</b>   | <b>1 CREDIT</b>      |
| This introductory course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues.  |                 |                      |
| <b>INTRODUCTION TO HIGH SCHOOL WRITING</b>   | <b>10252B</b>   | <b>1 CREDIT</b>      |
| Recommended for grade 9<br>In this course students produce expressive, informational, argumentative, critical, and literary writing as background for all high school English classes. The writing process, with emphasis on revising/editing, is modeled. In addition, students build grammar skills to apply in their writing.   |                 |                      |
| <b>NEWSPAPER I</b>   | <b>10312J</b>   | <b>1 CREDIT</b>      |
| Recommended prerequisite(s): Application and teacher recommendation<br>This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.   |                 |                      |
| <b>NEWSPAPER II</b>  | <b>10322C</b>   | <b>1 CREDIT</b>      |
| Recommended prerequisite(s): Newspaper I, application, and teacher recommendation<br>This second-level newspaper course is designed to help students refine their skills in interviewing and reporting. Students design and publish regular editions of the school newspaper. They also deepen their understanding of the business management aspect of the newspaper.   |                 |                      |
| <b>READING COMPETENCY</b>  | <b>10252X0C</b> | <b>1 CREDIT</b>      |
| This course is designed for students entering high school with an intervention plan based on their Level I or Level II score on the eighth grade End-of-Grade Reading Test. This course coaches students in reading skills, thinking skills, and test-taking skills that will enhance the ability to perform grade level work in English I and English II.   |                 |                      |
| <b>SPEECH I</b>  | <b>10142A</b>   | <b>1 CREDIT</b>      |
| Speech is the coordination of mind, body, and voice to communicate ideas. In this course students prepare speeches, deliver them to the class audience, observe and comment on TV and radio personalities, and participate in class discussions. The course enables students to develop poise and effective techniques for various speaking situations.  |                 |                      |
| <b>SPEECH I (HONORS)</b>   | <b>10145X0</b>  | <b>1 CREDIT (HN)</b> |
| This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.  |                 |                      |
| <b>SPEECH II</b>   | <b>10152B</b>   | <b>1 CREDIT</b>      |
| Recommended prerequisite(s): Speech I and teacher recommendation<br>Students learn logical, emotional, and ethical methods of persuasion. The course emphasizes collection, organization, and presentation of material on current topics of interest. Teams present formal debates in preparation for interscholastic debating on a national high school topic.  |                 |                      |
| <b>TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE</b>  | <b>10252X0M</b> | <b>1 CREDIT</b>      |
| This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of works, do research, and develop projects.  |                 |                      |
| <b>TWENTIETH CENTURY CLASSICS (HONORS)</b>   | <b>10255X0R</b> | <b>1 CREDIT (HN)</b> |
| This literature-based course is intended for those students interested in exploring classics of modern literature. The course examines how literature connects to a variety of experiences such as coming of age, the search for purpose, the struggle of the outsider, the quest for dignity, and the place of humor. Within the course, students deepen their understanding of how to read, analyze, discuss, and write about sophisticated and difficult texts. |                 |                      |
| <b>YEARBOOK I</b>  | <b>10312X0A</b> | <b>1 CREDIT</b>      |
| Recommended prerequisite(s): Application and teacher recommendation<br>The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.   |                 |                      |

## **HEALTHFUL LIVING ELECTIVES**

|   |               |                 |
|---|---------------|-----------------|
| <b>PERSONAL FITNESS I</b>   | <b>91112A</b> | <b>1 CREDIT</b> |
| Recommended prerequisite(s): Healthful Living I<br>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.   |               |                 |
| <b>SPORTS MEDICINE I</b>  | <b>95312A</b> | <b>1 CREDIT</b> |
| Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness, and sponsoring teacher recommendation. Recommended for grades 11 and 12.<br>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. |               |                 |

**TEAM SPORTS I** **90152I** **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.

**WEIGHT TRAINING AND CONDITIONING I** **901528** **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.

**JROTC ELECTIVES**

**NJROTC/HEALTHFUL LIVING I** **95012A** **1 CREDIT**  
 The Naval Science/Healthful Living I curriculum includes Introduction to Leadership; Naval Ships; Mission and Organization; The Navy and the People in a Democracy; Maritime Geography; Sea Power; Naval History to 1860; Oceanography; Introduction to Navigation and Time; Basic Seamanship; and First Aid. Physical education components include fitness, training, personal fitness and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I and Naval Science Healthful Living II.

**AJROTC/ HEALTHFUL LIVING I** **95012A** **1 CREDIT**  
 This is the introductory course to AJROTC Leadership Education Training (LET). Students develop leadership skills and self-discipline through classroom instruction, hands-on activities, drill and ceremonies. Academic instruction covers the history of the military and leadership theory. This course is interspersed with concise overviews of the principles of leadership, to include: basic principles of Citizenship in Action, Leadership Theory and Application, Foundations for Success, Drill and Ceremony, other citizenship and life management skills. Throughout the course, there are case studies readings, inter-active videos, hands-on activities, and public speaking, in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and critical thinking are also taught. Cadets are required to participate in formal ceremonies, parades, adventure training, leadership applications; history and traditions of the military. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AJROTC/Healthful Living I and AJROTC/Healthful Living II.

**LEADERSHIP, DRILL, AND CEREMONIES I** **95022C** **1 CREDIT**  
 Recommended prerequisite(s): AJROTC I and teacher recommendation  
 This course consists of advanced instruction in leadership, drill and ceremonies with particular emphasis on cadet participation in their earned leadership roles. This course is offered in the Spring semester only. In their leadership positions, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Instruction and practical application include the following topics: first aid, survival, and marksmanship. This is a physically active course, much of which is conducted outdoors.

**SCIENCE ELECTIVES**

**ASTRONOMY** **35402X0** **1 CREDIT**  
 The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered through the use of laboratory and field activities.

**MARINE AND ASTRONOMICAL SCIENCE** **30442Y** **1 CREDIT**  
 This course is designed for the student with a strong interest in the Marine and Astronomical Sciences. The importance of the marine environment to life on Earth is stressed. The underlying principles of historical and observational astronomy are also some of the major topics of study in the course.

**SOCIAL STUDIES ELECTIVES**

**CONTEMPORARY LAW AND JUSTICE** **48002X0J** **1 CREDIT**  
 This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

**CONVERSATIONS IN DIVERSITY/PSYCHOLOGY OR SOCIOLOGY** **48002X0E** **1 CREDIT**  
 This course offers the opportunity to explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

**CONVERSATIONS IN DIVERSITY/PSYCHOLOGY or SOCIOLOGY (HONORS)** **48005X0E** **1 credit (HN)**  
 This honors course is designed to challenge students. Students will explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

**GEOGRAPHY** **40302A** **1 CREDIT**  
 Students apply the five cultural and physical geographic themes across a broad range of fields, including the fine arts, sciences, and humanities. These become central to global connections as students expand knowledge of diverse historical and current cultures. The importance of core geographic themes to public policy is explored as students address issues of domestic and international significance. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

**SOCIOLOGY/ PSYCHOLOGY****40102F****1 CREDIT**

This course provides an overview in the areas of Sociology and Psychology as a combined full-credit elective. Sociology gives students a general background of the major aspects of sociology. Students study the basic forces of social relationships as they influence the values, behavior, and knowledge of man. This course promotes an understanding of the way people develop an identity as individuals and as members of their societies and cultures. In Psychology, the story and growth of psychology as a science are studied. Basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health are analyzed.

**RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY****48002X0A****1 CREDIT**

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

**WORLD LANGUAGES****CHINESE I (Magnet)****1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experience, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**CHINESE II (Magnet)****1 CREDIT**

Recommended prerequisite(s): Chinese I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**FRENCH I****10412C****1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experience, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**FRENCH II****10422B****1 CREDIT**

Recommended prerequisite(s): French I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**GERMAN I****10602B****1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**GERMAN II****10612A****1 CREDIT**

Recommended prerequisite(s): German I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**JAPANESE I (Magnet)**

10662A

**1 CREDIT**

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**JAPANESE II (Magnet)**

10672A

**1 CREDIT**

Recommended prerequisite(s): Japanese I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

**LATIN I**

10802A

**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**

10812A

**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.

**SPANISH I FOR NATIVE SPEAKERS**

14012A

**1 CREDIT**

Recommended prerequisite(s): Ability to speak and comprehend conversational Spanish

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. In this course, students will refine oral language skills to address a variety of audiences, develop and/or improve reading and writing skills through examination of authentic print and non-print materials, and explore the cultures of the Hispanic world.

**SPANISH I**

10512B

**1 CREDIT**

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

**SPANISH II**

10522C

**1 CREDIT**

Recommended prerequisite(s): Spanish I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

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*The descriptions listed above are the most common 9<sup>th</sup> grade elective courses offered at high schools. Descriptions of all courses offered in non-magnet Wake County high schools are contained in the 16-17 high school planning guide which is available online on the Wake County Public Schools website.*