

High School

Program Planning Guide

2009 – 2010



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

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

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

Students may select courses from arts education, career -technical education, computer education, English language arts, English as a second language, healthful living, JROTC, mathematics, media, science, second languages, and social studies. Membership and participation in numerous clubs, organizations, and teams are also available.

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

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

WAKE COUNTY PUBLIC SCHOOL SYSTEM HIGH SCHOOLS		
APEX	EAST WAKE SCHOOL OF	LONGVIEW
ATHENS DRIVE	INTEGRATED	MIDDLE CREEK
BROUGHTON	TECHNOLOGY	MILLBROOK
CARY	ENLOE	PANTHER CREEK
EAST WAKE SCHOOL OF ARTS, EDUCATION & GLOBAL STUDIES	FUQUAY VARINA	PHILLIPS
EAST WAKE SCHOOL OF	GARNER	SANDERSON
ENGINEERING SYSTEMS	GREEN HOPE	SOUTHEAST RALEIGH
EAST WAKE SCHOOL OF HEALTH	HOLLY SPRINGS	WAKE EARLY COLLEGE OF HEALTH AND SCIENCES
SCIENCE	KNIGHTDALE	WAKE FOREST-ROLESVILLE
	LEESVILLE ROAD	WAKEFIELD

Broughton, Enloe, Garner, Southeast Raleigh and
Wake Early College of Health and Sciences have separate magnet planning guides.
Longview and Phillips are alternative high school programs.

Wake County Public School System

Graduation Plan

Name _____ High School _____ ID# _____

Course of Study: Future-Ready Core ____ Career Prep ____ College Tech Prep ____ College/University Prep ____ Occupational ____

Subject Area	9 th Grade Course Name	Credit	10 th Grade Course Name	Credit	11 th Grade Course Name	Credit	12 th Grade Course name	Credit
1. English								
2. Math								
3. Science								
4. Social Studies								
5. Healthful Living or Additional Course								
6. Additional Course								
7. Additional Course								
8. Additional Course								
Credits Earned								
Other Course								
Other Course								
Summer School								
Online Courses								
Total Credits Earned								

Parent/Court Appointed Custodian: _____ / _____ Student: _____ / _____
 Signature Date Signature Date

Email Address _____

Wake County Public School System High School Registration Work Plan

Name _____ ID# _____ Email _____
Last First Middle

Parent/Court Appointed Custodian _____

Address _____

2009-10 High School _____ Current Middle School _____
(rising 9th only)

Directions: Completing the information on this worksheet will help you prepare for the course selection process. Teachers of course for which an instructor recommendation is suggested will guide you in choosing the most appropriate course. Current subject area teachers may also assist you in this process. If you are not selecting a healthful living course, enter an additional course from another subject area.

Subject Area	Course Number	Credit	Course Name
1. English			
2. Math			
3. Science			
4. Social Studies			
5. Healthful Living			
6. Additional Course*			
7. Additional Course			
8. Additional Course			
1. Alternative Course			
2. Alternative Course			
3. Alternative Course			
4. Alternative Course			

Student Signature _____ Parent/Court Appointed Custodian Signature _____

Home Phone # _____ Work Phone # _____

Parent/Court Appointed Custodian Email _____

*Second Language, Arts, CTE, JROTC, etc.

General Information

GRADUATION REQUIREMENTS *

Wake County Public School System's non-magnet high schools utilize a 4 by 4 Block Schedule. This allows students to earn eight credits each year of high school. With thoughtful planning, students may access additional courses in the arts, second languages, Career and Technical Education, and JROTC to complete requirements for more than one Course of Study.

- Graduation from Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, and Wakefield High Schools requires completion of a minimum of:
 - 26 credits for students entering ninth grade for the first time in 2003-04.
- 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.
- At Enloe, Longview, Phillips, Southeast Raleigh High Schools and Wake Early College of Health and Sciences, students entering 9th grade before 2009-10 must successfully complete 20 credits in order to graduate. Students who attend Southeast Raleigh High School must acquire four math credits and four science credits. Individual schools may have additional requirements.
- For the Occupational Course of Study, 22 credits are required at all high schools.
- **The North Carolina State Board of Education approved new additional high school exit standards requiring students entering the ninth grade for the first time in 2006-2007 and beyond to pass five EOC assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and to successfully complete a graduation project. The exit standards will only apply to students following the Career Preparation, College/Technical Preparation, College/University Preparation, or Future-Ready Core courses of study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).**

Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. Students must meet the graduation course and testing requirements that were effective the year they entered ninth grade for the first time; however, the total number of credits required for graduation may increase after the ninth-grade year. For students entering ninth grade in 2007-08 and before, all credits must be earned in grades nine through twelve. Ninth grade students entering in 2008-09 may have earned high school credits in math and second languages at middle school. All other credits must be earned in grades nine through twelve.

Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or 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 Algebra I. 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 IEP. Wake County Public School students must meet established competency criteria. All students must demonstrate proficiency of computer skills through state testing. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP. In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8th grade End-of-Grade test(s) must pass the High School Competency Test(s) or an equivalent exam. Students entering ninth grade in 2006-07 and beyond will demonstrate proficiency through passing EOC scores in English I and Algebra I.

Students who complete all graduation requirements receive a diploma at graduation. Students who satisfy all graduation requirements but fail the Competency Test (those who entered grade 9 before the 2006-07 school year) will receive a certificate of achievement and will be allowed to participate in graduation exercises. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and completes all IEP requirements.

- *Future-Ready Core graduation requirements for students entering 9th grade in 2009-10 are on the following page.
- * <http://www.ncpublicschools.org/gradrequirements>

Future-Ready Core Graduation Requirements

Effective with the class entering 9th grade for the first time in the 2009-10 school year, the following chart explains what is required for graduation and includes a comparison with previous requirements.

For Ninth Graders Entering Between 2000 – 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I***, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application-based math courses.</i>
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History (2 courses to meet UNC minimum admission requirements -US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self- Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History
Second Language	Not required	Not required*	2 Credits in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.

Computer Skills	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives	8 Elective Credits	8 Elective Credits	9 Elective Credits	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)
Career Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/ Technical Education electives	
JROTC	4 Credits in JROTC; OR				
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course				
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Additional Electives					5 Elective Credits from any area
Total	26 Credits	26 Credits	26 Credits	22 Credits plus any local requirements	26 Credits

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

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

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

NORTH CAROLINA GRADUATION PROJECT

The North Carolina Graduation Project is a multi-faceted, multi-disciplinary performance assessment completed over time and is a requirement for students entering 9th grade for the first time in 2006-07. The NC Graduation Project provides students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. Through the graduation project process, students will engage various specific skills that include: computer knowledge employability skills, information retrieval skills, language skills-reading, language skills-writing, teamwork, and thinking/problem-solving skills. The NC Graduation Project consisting of four components (a research paper, product, portfolio, and an oral presentation) culminates during a student's final year of high school. Student engagement in the graduation project process and the completion of the graduation project demonstrates the integration of knowledge, skills, and performance.

The NC Graduation Project consists of four major components:

1. A research paper demonstrating research skills and writing skills
2. A product created through the use of knowledge and skills in a meaningful way to accomplish a goal
3. A portfolio to catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process
4. An oral presentation, during which, students become a source of information communicating their project work before a review panel

Because of the multi-faceted, multidisciplinary nature of the graduation project, it is not intended to be housed within one classroom or content area. Although the project culminates in the graduating year, it is benchmarked throughout a student's middle school and secondary school experience, necessitating involvement from the entire program faculty. Graduation project program guidelines should allow for flexibility and input from various stakeholders. Guidelines should provide the opportunity to foster student-teacher relationships, nurture the exploration of new ideas, and encourage student-centered, lifelong learning.

HIGH SCHOOL COURSES TAKEN AT THE MIDDLE SCHOOL

In May 2007, the State Board of Education passed a policy that allows middle school students in grades 6-8 to receive graduation credit for high school mathematics and second language courses taken while the students are in middle school. In accordance with State Board Policy HSP-M-001:

“Beginning in the 2007-08 school year, students who pass mathematics or foreign language courses during grade 6-8 that are described in the *North Carolina Standard Course of Study* for grades 9-12 must achieve level III or IV on an EOC, if available, to meet that high school graduation requirement. High school mathematics and foreign language courses taken in grades 6-8 which do not have an EOC shall use high school course codes and shall be aligned to the *North Carolina Standard Course of Study* for grades 9-12. The courses will count toward graduation requirements, but the students' GPA will be computed with courses taken only during the high school years. Students are strongly encouraged to complete at least one unit of mathematics credit in their final year of high school.”

For example, if a student in the eighth grade successfully completes the highest level of Spanish offered at his/her middle school, this student will be able to take Spanish II during his or her ninth grade year. Although course placement is not new for ninth grade students in the Wake County Public School System, this state policy allows for the student to earn high school graduation credit for specific high school courses taken while in middle school. The grade that the middle school student earns in such courses is not calculated in a student's high school grade point average.

Other courses that fall under this policy are Spanish IB, Advanced Spanish, Spanish III--magnet elective, French IB, Advanced French, French III--magnet elective. Algebra I, Geometry, Algebra 2, and other high level math courses also fall under this policy.

In order to graduate in the College/ University Course of Study, students are required to have two credits of a Second Language and four credits of mathematics.

Second (Foreign) Language Courses for High School Credit Frequently Asked Questions

1. Do exploratory second language classes (6th grade, 9 week) count towards earning the high school credit?

No. Exploratory second (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 Spanish 1B or Advanced Spanish and French 1B or Advanced French

3. When will the placement exam be given?

The placement exam will be given in May, preferably during the week of EOG test administration.

4. To whom will the exam be given?

The exam will be given to eighth grade students enrolled in Spanish 1B or Advanced Spanish and French 1B or Advanced French.

5. Are students required to take the exam?

Yes. Students enrolled in Spanish 1B and Advanced Spanish (French 1B and Advanced French) are required to take the exam to assist with placement in the appropriate high school level Spanish (or French) course.

6. Is passing the placement test a requirement for earning course credit?

Yes. A student must pass the placement test in order to earn the course credit.

7. Can a student repeat Level I of a second language for credit at the high school level?

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice.

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

Yes. Students who have earned one unit of credit in middle school and wish to meet minimum UNC-System admission requirements must take an additional unit at the high school level. Students are advised to continue their study of second languages in high school since Honors level courses are recommended for college/university admissions.

9. Will the grades earned in second language courses appear on the high school transcript?

Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

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

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

Middle School Mathematics Courses for High School Credit Frequently Asked Questions

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

Students must successfully complete Algebra I, Geometry, Algebra 2, or another higher level math course.

12. Is there a placement exam?

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

13. Are students required to take an exam?

Yes. Students enrolled in Algebra I, Geometry, or Algebra 2 must score level III or IV on the EOC exam. Students enrolled in any higher level mathematics course will take a teacher-made final exam.

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

No. While a student may repeat a course that he/she has passed, he/she may not receive credit for the same course twice. The one exception is Algebra I Plus. Since the content of Algebra I Plus incorporates portions of the Geometry content, Algebra I Plus may be taken after Algebra I for elective credit if the student feels a need to strengthen his/her algebra skills.

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

Yes. Students who have earned one (or more) units of credit in middle school and wish to graduate on the College/University Course of Study or under the Future Ready Core requirements must take three (or fewer) additional mathematics units at the high school level, for a total of four math credits.

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

Yes. The grade will be listed on the transcript under Grade 8 with one unit of credit.

17. 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.

COURSES OF STUDY

(9th graders entering before 2009-2010)

The following charts provide specific information to guide in selecting a Course of Study and in choosing the appropriate courses. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma.

CAREER PREP Course of Study Requirements		COLLEGE TECH PREP Course of Study Requirements	
Meets minimum graduation requirements and is designed to prepare students for entry-level career choices and admission to a community college		Meets higher academic standards and prepares students for admission in highly technical fields of study at a community college	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English English I, II, III, & IV	4
Mathematics Three courses to include Algebra I	3	Mathematics Algebra I, Geometry, and Algebra II OR Algebra I and Technical Math I and II OR	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Biology Earth/Environmental Science A Physical Science related to career pathway	3
Social Studies World History Civics & Economics U. S. History	3	Social Studies World History Civics & Economics U. S. History	3
Second Language Not required		Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1
Arts Education Select courses appropriate for an arts education pathway to include a designated capstone (advanced) course. (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended for students not selecting an arts education pathway. OR Career-Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course. OR JROTC Select courses appropriate for a JROTC pathway to include a designated capstone (advanced) course.	4	Career and Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course.	4
		Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.	
Electives	8	Electives	8
Total*	26	Total*	26

COLLEGE/UNIVERSITY PREP Course of Study Requirements		OCCUPATIONAL Course of Study Requirements	
Meets the highest level of academic standards and fulfills the minimum course requirements for admission to UNC Institutions		This Course of Study is appropriate for certain students who receive Special Education services. It prepares students to enter competitive employment.	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English Occupational English I, II, III, & IV	4
Mathematics Algebra I, Geometry, Algebra II, and a higher level course for which Algebra II is a prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	4	Mathematics Occupational Mathematics I, II, & III	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Occupational Life Skills Science I & II	2
Social Studies World History Civics & Economics U. S. History	3	Social Studies Occupational Social Studies I & II	2
Second Language Two credits in the same language	2	Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills Computer proficiency as specified in IEP	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1
Career-Technical Education Not required		Career and Technical Education Career-Technical Education electives	4
Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.		Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.	
Electives	9	Occupational Preparation Occupation Preparation I, II, III, & IV Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment	6
		Additional Requirements Elective credits, completion of IEP objectives, and a career portfolio are required.	
Total*	26	Total*	22

***Broughton, East Wake Schools, Enloe, Garner, Longview, Phillips, and Southeast Raleigh High Schools may have different and/or additional requirements. Students should check with their counselors for specific subject area and elective requirements.**

NORTH CAROLINA ACADEMIC SCHOLARS RECOGNITION

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

NC ACADEMIC SCHOLARS PROGRAM (Effective for students entering ninth grade for the first time in 2003 -2004)
English: 4 credits English I, II, III, and IV
Math: 4 credits Algebra I, Geometry, Algebra II, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as a prerequisite
Science: 3 credits Biology An Earth/Environmental Science course Chemistry or Physics
Social Studies: 3 credits World History Civics and Economics U.S. History
Healthful Living: 1 credit
Languages other than English: 2 credits Level I Level II of the same language
Career and Technical Education: 1 credit
Arts Education: 1 credit (Dance, Music, Theatre Arts, or Visual Arts)
Electives: 5 credits Elective credits to include at least two second-level or advanced courses (Examples include JROTC and other courses of interest to the student.)
GPA: 3.5 Unweighted
TOTAL: 24 credits

UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission. Starting in the fall of 2009, students admitted to the UNC system will have to show a minimum of 2.0 high school grade point average and at least 700 on the SAT or 15 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college catalogs for further information.

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

By 2011, the requirements will rise to a 2.3 GPA, 750 SAT or 16 ACT. By 2013, they will be a 2.5 GPA and 800 SAT or 17 ACT.

PROMOTION REQUIREMENTS

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

Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Green Hope, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – beginning with the Class of 2007 (Students entering ninth grade for the first time in 2003-2004)

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

Enloe, Longview, Phillips, Wake Early College of Health and Sciences, and Southeast Raleigh High Schools – Class of 2005 (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

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



COURSE REQUIREMENTS

COURSE LOADS

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

COURSE SELECTION

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

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

COURSE WITHDRAWAL PENALTY

Except when approved by the principal, students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period and an emergency situation does not exist, a failure (WF) is noted as the grade, and the course is counted as a course attempted with no quality points earned.

CLASS RANK

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

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

NEW ENROLLEES

Information on school assignment can be obtained by accessing the WCPSS website at <http://www.wcpss.net>, calling the Office of Growth Management at 919-850-1921 or the Customer Service Center at 919-850-1600, or contacting a nearby school.

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

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

For all other exceptions to the above information, contact the Office of Growth Management.

TRANSFER CREDIT

Students transferring into a Wake County Public School System high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school. Students entering 9th grade in 2007-2008 and before, cannot earn credit toward graduation prior to completion of 8th grade. Students entering 9th grade in 2008-2009 may be able to earn high school credit in math and second languages only. Please see page 13 for further information.

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

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

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

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

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

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

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

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

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

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

Upon review and approval by the principal, students may receive credit for courses taken abroad if the following guidelines are met:

- A. The courses have substantial equivalency to a WCPSS high school course in content and number of hours.
- B. The student has filed a "Request for Credit for Study Abroad" and received prior approval.
- C. The student is successful on any required teacher examinations for which the course is substituted.
- D. Grades and credits will not be included in the calculation of the student's GPA or class rank.
- E. Grades will be recorded as "Pass" (P) or "Fail" (F).

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

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

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

EARLY GRADUATION

(Six semesters or less)

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

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

Procedures for Early Graduation

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

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

MID-YEAR GRADUATION

(After seven semesters)

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

ALTERNATIVE PROGRAMS OF STUDY

ACADEMICALLY GIFTED SERVICES

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

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program offers courses that provide two distinct advantages to students: (1) a student whose transcript shows AP courses may receive higher consideration for admission from colleges and universities; and (2) students scoring a three or higher on the AP examination may be given college or university credit and/or placement, thus enabling them to graduate early from colleges or universities.

AP courses commonly taught include AP English, Language and Composition in the 11th grade, and AP English, Literature and Composition in the 12th grade (both are appropriate for academically gifted students); AP Art; AP Biology; AP Calculus (AB); Calculus (BC), AP Chemistry; AP Environmental Science; AP European History; AP French Language; AP Spanish Language; AP Physics; AP Statistics; and AP United States History. Other AP examination areas include Chinese Language and Culture, Comparative Governments, Computer Science, Economics, French Literature, German Language, Government and Politics, Human Geography, Italian Language and Culture, Japanese Language and Culture, Latin Literature, Latin, Vergil, Music Theory, Psychology, Spanish Literature, and world History, although courses are not always available in these areas at all schools. Students enrolled in Advanced Placement courses are expected to take the AP exam.

APPRENTICESHIP PROGRAM

The Wake County Public School System Apprenticeship Program is an educational partnership between The Wake County Public School System, community colleges, and local business and industry. The high school apprenticeship program integrates academic instruction, structured technical training, and paid, on-the-job experience. A student must be at least 16 years of age and achieve a minimum of 180 hours in a work-based experience to receive one course credit while pursuing a high school diploma. The apprenticeship experience may put the student at an advanced level in the specific career area and afford the student a higher entry-level salary upon completion. All WCPSS apprentice positions are registered with the NC Department of Labor. Information and applications are available from the Career Development Coordinator (CDC) at each high school. (www.wcpss.net/school_to_career/work_based_learning).

DUAL ENROLLMENT OPPORTUNITIES

Dual Enrollment gives high school students the opportunity to take approved courses at **accredited institutions** including institutions of higher education (IHE), community colleges, NCVPS, UNCGi, Learn & Earn Online and Non-WCPSS secondary schools while completing high school graduation requirements. Courses taken must provide opportunities not currently available to the student at his or her high school. This includes courses of an advanced and/or expanded nature. High school graduation credit and grades will be awarded by the base school when the official transcript is received at the base school. Quality points will be calculated as defined in the [Wake County Public School System High School Program Planning Guide](#). The student's official transcript will include this course's grade, and it will be used in calculating GPA, class rank, and credits toward graduation.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available to the student at the student's school.
3. The course must be approved within the cooperative institution.
4. The student must be taking 3 high school courses (1/2 day) or 2 block courses and progressing toward graduation.
5. The student must complete the Dual Enrollment/Cooperative Agreement Enrollment Form and have the signed approval of the principal or principal designee prior to registering for the course.
6. The student must contact the cooperating institution and complete all admission and registration or other requirements as requested by the IHE, community college, NCVPS, UNCGi, Learn & Earn Online or Non-WCPSS secondary school. The student must provide his or her own transportation, be responsible for any fees, and follow all rules, regulations and calendars as set by the cooperating institution. Both institutions must receive a copy of the Dual Enrollment form.
 - If attending NC State University (NCSU), the student must also contact the Academic Enrichment Opportunities Program (AEO) in the NCSU Admissions Office to obtain the AEO form and determine appropriate course and NCSU requirements.
 - If attending Meredith College's Senior Scholars Program, the student must also complete the Senior Scholar's registration form, including the principal signature.
 - If attending Peace College's Senior Studies Program, the student must also have counselor recommendation and sign his or her senior Studies application and the student section of the Counselor Endorsement form.
 - If attending St. Augustine's College's High School Plus Program, the student must also contact the First Year Experience Office and complete their registration form.
 - If attending Wake Technical Community College (Cooperative Program Agreement, Concurrent Enrollment, Learn & Earn Online) the student completes the Wake County Public School System Dual Enrollment/Cooperative Agreement Form. (admissions.waketech.edu/dualenroll.php)
 - If attending NCVPS or UNCGi the student completes the Wake County Public School System Dual Enrollment/Cooperative Agreement Form and the NCVPS form.
 - If attending any other accredited institution, the student must sign all applicable institution and WCPSS forms.
7. The student will be responsible for requesting that an official transcript be mailed as evidence of course completion directly to the base school. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an I to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - Community college vocational and technical courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Vocational and technical courses of at least ninety-nine (99) contact hours will receive one credit at the base school.
8. The student must take IHE, community college, NCVPS, UNCGi, Learn & Earn Online or Non-WCPSS secondary school courses for **graded** credit in order to earn a high school credit.
9. Quality points will be calculated as defined in the [WCPSS High School Program Planning Guide](#).
 - Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement.
 - Introductory courses, 100 and 200 level, from Independent colleges and the UNC system schools will earn one extra quality point.
 - Advanced courses, 300 and 400 level, from Independent colleges and the UNC system schools will earn two extra quality points.
 - Weighted credit will be awarded for a course designated by the sending Non-WCPSS secondary school as honors or AP only if a comparable course is designated honors or AP in the current non-magnet WCPSS High School Program Planning Guide.
 - Vocational/Technical Cooperative Agreement courses are calculated on the standard course level.

The WCPSS Dual Enrollment/Cooperative Agreement Course Enrollment Form can be found on the WCPSS website by using keyword search "Dual Enrollment."

ARTICULATION TO COMMUNITY COLLEGE

A statewide articulation agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System allows students the opportunity to receive college credit after completion of identified Career and Technical Education (CTE) courses in high school. This creates a systematic and seamless process in which students can move from high school to community college without having to duplicate efforts or repeat courses. Criteria for awarding college credit for identified CTE courses are:

- A final grade of “B” or higher in the course,
- A RAW score of 80 or higher on the standardized CTE postassessment, and
- Enrollment at the community college within two years of high school graduation.
www.wcpss.net/school_to_career/articulation

COOPERATIVE EDUCATION PROGRAM

Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. The classroom component and the work component occur simultaneously. A student must complete a minimum of 180 hours in a work-based experience. Credit is given after successful completion of both components. These Cooperative programs must be tied to a specific CTE course with the permission from the teacher. In addition to the standards defined in the Cooperative Education Policies and Procedures Manual, the following standards must be followed:

- A student must be at least 16 years of age to participate in Cooperative Education.
- A minimum of 180 hours of paid on-the-job training is required. These hours should be earned during the term in which the course is taken.
- On-the-job placement must be related to classroom instruction.
- The course grade is a composite determined by evaluations of performance both in the classroom and on the job.
- Credit for the course is a composite credit; partial credit is not awarded.

Information and applications are available from the Career Development Coordinator (CDC) at each high school.
www.wcpss.net/school_to_career/work_based_learning

DRIVER EDUCATION

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

INTERNSHIP PROGRAM

The Internship Program is a supplement to formal classroom instruction. The intent is to add vitality and impact to the instructional program by connecting classroom learning with career application. Students participate in a paid or unpaid work-based learning experience that promotes the development of skills and career planning strategies. The requirements of the Internship Program are:

- completion of either 90 hours (1/2 credit) or 180 hours (1 credit) of a work-based experience;
- completion of a work site project that reflects the student intern’s goals, interests, and area of career exploration;
- completion of a daily journal; and
- periodic work site evaluations.

Information and applications are available from the Career Development Coordinator (CDC) at each high school.
www.wcpss.net/school_to_career/work_based_learning

* Note: Check with counselor at your school.

MAGNET & ALTERNATIVE HIGH SCHOOL PROGRAM DESCRIPTIONS

BROUGHTON INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

All 9th and 10th grade students at Broughton High School are a part of the International Baccalaureate Middle Years Program. All freshmen and sophomores are required to take classes each year in the eight subject areas, which are Language A (English), Language B (a second language), Math, Science, Humanities, Arts, Physical Education, and Technology. The IBMYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community service, health and social education, environment, and *homo faber*. During the last year of the IBMYP (10th grade), all sophomore students complete a personal project, which demonstrates initiative, organization, and creativity. In addition Broughton provides for the continuation of the International Baccalaureate Middle Years Program (IBMYP) offered at East Millbrook and Daniels Middle Schools. The International Baccalaureate Diploma Program is offered to those qualified 11th and 12th grade students who wish to pursue an International Baccalaureate Diploma. In addition to academic rigor, emphasis is placed on the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

The Enloe Gifted & Talented program allows all students opportunities to pursue advanced study in both core and elective areas. The elective courses include extensive work in the visual and performing arts, foreign languages, humanities, sciences, audio and television production, and advanced computer sciences. Twenty-six Advanced Placement courses are offered in various subjects. Enloe also offers the International Baccalaureate Diploma Program to qualified 11th and 12th grade students. Emphasis is placed on the ideals of international understanding, responsible citizenship, and service.

GARNER MAGNET HIGH SCHOOL (Prospective International Baccalaureate School)

Garner High School provides ninth and tenth grades the continuation of the International Baccalaureate Middle Years Program (IBMYP) offered at East Garner and North Garner Middle Schools. The IBMYP incorporates international understanding and the following five areas of interaction into the core curriculum: approaches to learning, community service, health and social education, environment, and *homo faber* (man the maker). During the last year of the IBMYP (10th grade), students complete a personal project, which demonstrates initiative, organization, and creativity. The International Baccalaureate Diploma Program is offered to those qualified 11th and 12th grade students who wish to pursue an International Baccalaureate Diploma. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL: CENTER FOR LEADERSHIP AND TECHNOLOGY

Southeast Raleigh High School is “Creating Tomorrow’s Leaders” by developing in students a strong sense of citizenship and service and by incorporating the application of technology for work, learning, and leisure. The school uses current and emerging research on leadership and technology to create an environment where all students are able to select and secure the most appropriate post-secondary endeavor for reaching their goals. Students plan a program of study with the assistance of Academic Coaches who meet with them daily. While there is a focus on math, science, leadership and technology, students are able to select from a challenging array of 90-minute classes from across all disciplines. An array of “Career-Focused Learning Communities” (CFLCs) provides students with the opportunity to focus on their specific career interests while working with other students and faculty who share the same interests. The CFLCs reflect the top employment fields for the coming decade: medicine/biotechnology, information technology, engineering, law and human service, and education.

LONGVIEW PROGRAM

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

MARY E. PHILLIPS HIGH SCHOOL PROGRAM

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

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

Mary E. Phillips High School offers courses on a block schedule, which enables students to complete yearlong courses in one semester.

Several unique features of Mary E. Phillips High School (MEPHS) is the small class size and the opportunity for a flexible schedule. Another unique feature is the MEPHS 4 Star Child Care Center, designed to serve teen parents and their infants. Child care enables teen parents to remain in school and to develop parenting and child-care skills. The 4 Star Child Care Center age requirements include infants to two years of age.

PROGRAMS FOR EXCEPTIONAL STUDENTS

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

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

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

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

STUDY ABROAD

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

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

A. Responsibilities of the Student

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

B. Responsibilities of the School

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

VIRTUAL HIGH SCHOOL

APPROVED ON-LINE COURSES (www.ncvps.org)

The North Carolina Virtual Public School (NCVPS) extends the reach of high school. It means new learning opportunities for students, parents and teachers. NCVPS fulfills that promise with an exciting way for students to take high school and college preparatory classes online in a “virtual” teaching environment. “Virtual learning” means registered students can take classes using their own computers over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teachers electronically. Grading and individual remarks are sent from the teacher to the student in the same way. Online learning isn’t for everyone. It takes a great deal of commitment, discipline and an occasional nudge from a dedicated parent or guardian. Attributes such as commitment, self-motivation and conscientious time management will greatly contribute to a student’s success as a virtual learner. Students should also have a good working knowledge of email, file transfers, the Internet and good keyboarding skills. Advanced computer skills are not necessary. Since most student communications are written, the ability to comprehend written instructions and to write clearly to communicate ideas and complete assignments is essential. Teachers and students interact regularly through email, voice mail, telephone conversations, and instant messenger. Students are encouraged to contact the teacher when there is a need of any kind. Course offerings and technical requirements can be found at www.ncvps.org.

To receive credit for an on-line course, students must have the prior approval of their principal through completion of the WCPSS Dual Enrollment Form. In general, on-line courses may not be substituted for regularly scheduled courses. End of Course and CTE postassessment tests associated with some courses are required and are administered by the WCPSS school in which the student is enrolled.

UNCG iSCHOOL

Please talk with your school counselor about opportunities at your specific high school.

UNCG iSchool is an award-winning, nationally accredited program that gives high school juniors and seniors a head start on their college education – at no cost. The N. C. State Legislature funds both tuition and textbooks for UNCG iSchool students in North Carolina’s public high schools.

Students are able to take the same university classes that are offered on campus – but offered online as part of the regular school day. They earn credit from both their high school and UNCG. With a UNCG transcript and a grade of C or higher, they can transfer the credit-hours they earn to the college or university of their choice*. These are college courses, and as such, require student motivation and academic responsibility.

For more information, see pages 106 and 107 of this planning guide for a list of course offering, or for an interactive course catalog, demonstration and instructions on how to register, visit: <http://ischool.uncg.edu>.

*UNCG iSchool course credit transfers anywhere UNCG credit is accepted. If you are unsure, we suggest contacting the institution to find out exactly how it will transfer. If a student chooses to attend UNCG, they retain the course grade along with credit hours.

LEARN AND EARN ONLINE COURSES

North Carolina high school students can earn college credits through a special Learn and Earn Online initiative that began in the 2007-08 school year.

Qualified students in participating high schools can take a variety of online college-credit courses at no cost to them or to their families. Students can earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day, and an online course facilitator will assist students in the classroom.

The North Carolina Community College System is a strong and active partner in this initiative, and its member institutions offer a wide range of college courses to assist students in meeting their educational goals. Please check with your Career Development Coordinator (CDC) and School Counselor for more information.

TRANSCRIPTS

The Wake County Public School System provides each currently enrolled student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$3.00 charge for each additional transcript. In addition to the \$3.00 charge, a charge of 10 cents per page shall be charged for each page in excess of the first ten pages.

In order for a transcript to be “official,” it must be sent from the high school office to the college, university, or organization without the student or parent handling it.

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

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

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

GRADING SYSTEM

QUALITY POINTS

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

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses (100 and 200 level courses) will also earn one extra quality point. Official AP and IB courses and upper division courses (300 and 400 level courses) will earn two extra quality points.

*<http://sbepolicy.dpi.state.nc.us/policies/HSP-L-004.asp?pri=01&cat=L&pol=004&acr=HSP>

BOARD POLICY 5520 GRADING SYSTEM

5520

The formal issuance of grades through symbols on a regular basis is authorized by the board in order to promote a process of continuous evaluation of student performance, to inform the student, her/his parents, and counselor of the student's progress, and to provide a basis for bringing about improvement in student performance, where such change seems necessary.

5520.1

Meaningful evaluation shall include consideration of all activity that has occurred during the particular evaluation period. Such activities should include (1) homework, (2) projects, (3) reports, (4) class participation, and (5) tests which shall include unit tests. In addition to the above activities, examinations shall be administered at the conclusion of each course which offers credit toward high school graduation. In traditional schedule schools and other schools that offer year long courses, an examination shall also be administered at the mid-point of the course. A teacher made examination, a state required end-of-course assessment, or a CTE postassessment shall satisfy these requirements. The relative value attached to any activity shall be determined by the importance of the activity toward achieving the course objectives.

GRADING SCALE

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

GRADING PERIODS / INTERIMS / REPORT CARDS

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

ACADEMIC HONORS

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

NORTH CAROLINA END-OF-COURSE TEST REQUIREMENTS

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

Algebra I	Biology	Civics & Economics	Geometry	Physics
Algebra II	Chemistry	English I	Physical Science	U. S. History

In all courses with an End-of-Course test, the EOC test shall count as 25% of the student's final grade. In courses without an End-of-Course test, the final exam shall count as 20% of the student's final grade.

Students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet new exit standards. The exit standards will only apply to students following the Future-Ready Core, Career Preparation, College Technical Preparation, or College University Preparation courses of study. These students will be required to pass five end-of-course (EOC) assessments and a graduation project. The specific courses are: English I, Algebra I, Biology, Civics & Economics, and United States History. Students will be given a maximum of two retest opportunities on EOCs. The second retest opportunity must be preceded by focused intervention/remediation.

CO-CURRICULAR ACTIVITIES AND ATHLETICS

The Wake County Public School System sponsors a varied activities program for all students enrolled in the secondary schools. Because certain of these activities, including athletics, meet outside of the school day and require a significant amount of time on the part of students, the following eligibility requirements are mandated.

- 6860.1 This policy shall apply to secondary students who represent the schools by participation in athletics, cheerleading, marching band, and student council executive council. The principal may at his/her discretion include any other after-school activities, clubs, or functions under this policy.
- 6860.2 All students participating in interscholastic activity must be properly enrolled in a member school of the district. Per Policy 6203.8, students in grades 9 – 12 (high schools) who transfer to a school may be prohibited for 365 days from participating in athletics that come under the jurisdiction of the North Carolina High School Athletic Association.
- 6860.3 Students in grades 7 – 8 (middle schools) participating in interscholastic activity must carry student accident insurance available through the system or provide evidence of comparable coverage.
- 6860.4 Students in grades 9 – 12 (high schools) who participate in high school sponsored and supervised interscholastic athletic activities are covered by an Athletic Insurance Policy, which provides limited benefits. The policy provides excess coverage for students with other insurance coverage, but it pays when other benefits have been exhausted. In cases in which a student has no other coverage with a commercial insurance agency, Medicare, or Medicaid, the WCPSS athletic insurance policy is the primary policy.
- 6860.5 All students participating in interscholastic athletic activity must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner or physician's assistant.
- 6860.6 All students participating in interscholastic activity must have been in attendance for at least eighty-five (85%) of the previous semester.
- 6860.7 All students participating in interscholastic activity must be present in school for the entire day in order to participate in activities or practices, except where specifically exempted by a physician. Other exemptions may be granted by the principal of each school based on attendance policy 6000.3.
- 6860.8 Students assigned to In-School Suspension (ISS) or Out-of-School Suspension (OSS) shall not participate in interscholastic activities or practices during the assigned time and may regain eligibility the next calendar day following completion of ISS or OSS with principal's approval.
- 6860.9 All students participating in co-curricular activities and athletics shall demonstrate an acceptable level of academic achievement as follows:
- A. Students in grades 7-8 (middle schools) shall:
 - 1. Meet promotion requirements for the year. Students promoted with focused intervention are eligible for athletics.
 - 2. Earn passing grades during each semester in one less course than the required core courses to be eligible for participating during the succeeding semester. Passing grades must be attained in language arts and mathematics. In addition to the core course requirements, at least fifty percent of all remaining courses must be passed.
 - B. Students in grades 9-12 (high schools) shall:
 - 1. Meet promotion requirements at their school. To be promoted, students must attain units of credit that are earned through successful completion of required courses specified by their school and Board Policy.
 - 2. Earn passing grades in five (5) subjects, or three (3) for block schedule schools, or six (6) for schools on an A/B form of scheduling during each semester to be eligible for participation during the succeeding semester.
 - 3. The cumulative overall grade point average for all courses shall be no less than one point fifty (1.50).

- C. If a student's (high schools only) cumulative grade point average is less than one point fifty (1.50), eligibility for participation in co-curricular activities may be granted by the principal when all of the following conditions exist:
 1. The student's overall grade point average for the immediate past semester is two point zero (2.0) or better.
 2. Courses successfully completed by the student have placed him/her on track toward graduation.
 3. Attendance requirements as specified in 6860.4 are met.

- 6860.10 Students in grades 9 – 12 (high schools) participating in interscholastic activity declared ineligible under the provisions of Policy 6860.9B3 and 6860.9C may request an appeal. Students in grades 9 – 12 (high schools) participating in non-athletic activities declared ineligible under the provisions of Policy 6860 may request an appeal. Appeals may be initiated by the parent or guardian, or the student. Each request for an appeal must be made in writing and sent to the principal of the school for action. Students whose appeals are approved by the school will be put on an established and monitored contract that defines the parameters under which the student may participate in co-curricular activities and athletics for that school year. A list of these students participating in athletics and cheerleading will be provided to the Senior Administrator for Athletics. A list of these students participating in non-athletic activities will be provided to the appropriate area Superintendent. Students participating in athletics and cheerleading who appeal at the school level and whose appeals are denied may appeal by writing a letter and sending it to the Senior Administrator for Athletics for a decision. Students participating in non-athletic activities who appeal at the school level and whose appeals are denied may appeal by writing a letter and sending it to the appropriate area Superintendent for a decision. The decision of the Senior Administrator for Athletics or the area Superintendent shall be final except where a parent/guardian demonstrates a right to appeal to the Board of Education under G.S. 115C-45(c).
- 6860.11 In addition to the foregoing provisions, students in grades 7 – 8 (middle schools) who participate in interscholastic athletics must also meet all other requirements of the State Board of Education. According to State Board of Education Guidelines, there are Hardship categories that may be considered (other than the age rule). The conditions that cause the student to fail to meet the eligibility requirements must be beyond the control of the school, the student and/or his/her parents. Hardships must be made in writing to the principal of the school. The principal will forward their decision to the Senior Administrator for Athletics. Students whose hardships are denied at the school level may appeal the decision by writing a letter to the Senior Administrator for Athletics. The decision of the Senior Administrator for Athletics shall be final except where a parent/guardian demonstrates a right to appeal to the WCPSS Board of Education under G.S. 115C-45(c).
- 6860.12 In addition to the foregoing provisions, students in grades 9 – 12 (high schools) must meet all other requirements of the North Carolina High School Athletic Association and the State Board of Education. According to North Carolina High School Athletic Association guidelines, there are Hardship Rules that may be considered (other than the age rule). The conditions that cause the student to fail to meet the eligibility requirements must be beyond the control of the school, the student and/or his/her parents. Hardships must be made in writing to the principal of the school. If the school principal approves of the Hardship, the application for consideration must be made in writing by the principal, and approved by the Superintendent's designee (Senior Administrator for Athletics). If the Hardship is approved by the Senior Administrator for Athletics, it will be sent to the NCHSAA for a decision by their staff.
- 6860.13 Students in grades 9 – 12 (high schools) participating in interscholastic athletics may not participate at a second school in WCPSS in the same sport season, unless participation is approved by the Senior Administrator for Athletics as the Superintendent's designee.
- 6860.14 Middle and high schools must follow all guidelines set forth by the Department of Public Instruction and the North Carolina High School Athletic Association including but not limited to, the hot weather guidelines developed by the Sports Medicine Commission of the State Department of Public Instruction and the North Carolina Sports Medicine Commission Recommendations for Outdoor Activities in the Face of Impending Lightning. For inclement weather guidelines for all student activities and athletic games/and or practices, refer to Policy 2311 R & P, 1.6(e).
- 6860.15 Middle and high schools must have a written emergency action plan for each sport for all practices and games.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

ELIGIBILITY REQUIREMENTS

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

- It is best to register after the junior year grades have appeared on the transcript.
- Registration materials may be obtained from the high school counselor. Counselors may order forms by calling the Clearinghouse toll free at 1-877-262-1492.
- Division III – Contact your Division III College regarding its policies on financial aid, practice and competition.

DIVISION I REQUIREMENTS

For students entering any Division I college or university on or after August 1, 2008, and want to participate in athletics or receive an athletics scholarship, you must meet the following academic standards: (1) graduate from high school; (2) complete the 16 core courses listed below; (3) present a minimum required grade-point average in your core courses; and (4) achieve a combined SAT or ACT sum score that matches your core-course grade-point average in the Core GPA/Test Score Sliding Scale Index listed below.

16 Core Courses: 4 years of English, 3 years of mathematics (Algebra I or higher level), 2 years of natural/physical science (including 1 year of lab science), 1 year of additional English, mathematics or natural/physical science, 2 years of social science, 4 years of additional courses (from any area above or foreign language, non-doctrinal religion or philosophy).

Core GPA/Test Index (16 core courses)

<u>Core GPA</u>	<u>SAT</u>	<u>ACT</u>
3.550 and above	400	37
3.000	620	52
2.500	820	68
2.125	960	81
2.000	1010	86

Note: Even though the SAT has added a writing component, the NCAA has determined that the writing component should not be required at the present time. Because the critical reading and math sections will still be scored on a 200 – 800 point scale, the clearinghouse will still combine those two sections for the combined score. The writing section will not be used.

Requirements to graduate with your high school class – You must graduate from high school on schedule (in eight semesters) with your incoming ninth grade class. You may use one core course completed in the year after graduation (summer or academic year). You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

DIVISION II REQUIREMENTS (2008 – 2013)

To be a qualifier at a Division II institution, student-athletes must: (1) graduate from high school, (2) present a minimum grade-point average of 2.000 in at least 14 core courses in the following areas: 3 years English, 2 years mathematics (algebra I or higher level), 2 years natural or physical science (including at least one laboratory class), 2 additional courses in English, mathematics, or natural or physical science, 2 years social science, 3 years additional academic courses - (which may be taken from the above mentioned categories or foreign language, non-doctrinal religion or philosophy), and (3) present a minimum 820 combined score on the SAT verbal and math sections or a sum score of 68 on the ACT.

DIVISION II REQUIREMENTS (2013 and Later)

If you enroll in a Division II college on or after August 1, 2013, and want to participate in athletics or receive an athletics scholarship during your first year, you must: (1) graduate from high school, (2) earn a 2.0 grade-point average in at least 16 core courses in the following areas: 3 years of English, 2 years of math (algebra 1 or higher), 2 years of natural or physical science (including one year of lab science if offered by your high school), 3 additional years of English, math, or natural or physical science, 2 years of social science, and 4 years of additional core courses (from any category above, or foreign language, non-doctrinal religion or philosophy), and (3) earn a combined SAT score of 820 or an ACT sum score of 68.

If you have questions about NCAA eligibility, please contact the NCAA initial-eligibility clearinghouse toll free at 877-262-1492, or website at <https://web1.ncaa.org/eligibilitycenter/common/>. This website contains a “Guide for the College-Bound Student-Athlete,” that can be copied or ordered. You may also contact the NCAA at 317-917-6222 or website at www.ncaa.org.

NCAA APPROVED COURSES

The NCAA has approved the following courses for use in establishing the initial eligibility certification status of student-athletes. NCAA legislation requires that each core-course's content be distinct in order for a student to receive NCAA credit for the course. Therefore, all courses must contain material, which is at least 75% unique from all other courses that a student wishes to use in certifying eligibility. The courses marked with a "=" are special programs courses. Only students who have received proper NCAA approval for their diagnosed learning disability may receive credit for these approved courses.

**For the most current NCAA Approved Core Course list go to:
<https://web1.ncaa.org/eligibilitycenter/common/>**

<u>English</u>	<u>Mathematics (Con't)</u>	<u>Social Science</u>	<u>Additional Core Courses</u>
Advanced Forensics/H	Algebra I-B (.5 credit/yr) (Level 1)	African American History/Cultures	Chinese I
African Literature and Culture	Algebra I with Tech Part 1 (.5 credit)	AM Foreign Policy/H	Chinese II
African-American Literature	Algebra I with Tech Part 2 (.5 credit)	American Indian Studies	Chinese III/H
African-American Literature 1	Algebra II (Level 2)	AM Government in Action	Chinese IV/H
African-American Literature 2	Algebra II/H	American Military History	Chinese V/H
African-American Literature 3/H	Algebra III/Trig (Level 2)	Bible in History	Classical Greek I
African-American Literature 4/H	Algebra/Geometry (Level 1)	Civilization/Cultures 9/H	French I
Asian Literature and Culture/H	Algebra III (Level 2)	Civics and Economics	French II
Civilization & Culture: English 10/H	Calculus AB/AP (Level 2)	Civics and Economics/H	French III/H
Civilization & Culture: English 9/H	Calculus BC/AP (Level 2)	Comm & Tech in World His	French IV/H
College Writing I/H	Calculus III (Level 2)	China and Japan/H	French V/H
College Writing II/H	Differential Equations (Level 2)	Civilization/Cultures 10/H	French VI/H
College Writing III/H	Discrete Math	Comparative Government/AP	French Language/AP
College Writing IV/H	Geometry (Level 2)	Conversations in Diversity/Sociology	French Literature/AP
Comm & Tech World His (Eng I)	Geometry/H	Conversations in Diversity/Sociology/H	German I
Comm & Tech World His (Eng I) H	Intro to College Math (Level 2)	Comm & Tech in World His/H	German II
Creative Writing I	Mathematical Analysis/H	Economic Systems	German III/H
Creative Writing II	Math/Adv (Level 2)	Economics	German IV/H
Debate: Intro to Forensics	Pre-Calculus/H	Economics/AP	German V/H
=English II	Statistics/AP (Level 1)	=Civics and Economics	German/AP
=English III	Technical Math (Level 1)	European History/AP	Italian I
=English IV	Technical Math 2 (Level 2)	Geography	Italian II
=English I	Trigonometry (Level 2)	Government & Politics/AP	Italian III/H
English I		Human Geography/AP	Italian IV/H
English I/H		History of the Americas	Japanese I
English II	Natural/Physical Science	Introduction to Asian Studies	Japanese II
English II/H	Anatomy & Physiology (Lab)	Law and Justice/H	Japanese III/H
English III	Anatomy & Physiology/H (Lab)	Law/Justice: Criminal	Japanese IV/H
English	Animal Behavior (Lab)	Legal/Political Systems	Latin I
English III I I I	Astronomy (Lab)		
Language & Comp/AP			
English III/H	Biological Projects (Lab)	Lessons in Vietnam War	Latin II
English IV	=Biology	Lessons in Vietnam War/H	Latin III/H
English IV Literature & Comp/AP	Biology (Lab)	Paideia 12	Latin IV/H
English IV/H	Biology/AP (Lab)	Paideia 12/H	Latin V/H
Ethnic Literature	Biology/H (Lab)	Paideia 9/Civics and Economics	Latin/AP
Focus on a Major Author/H	Biotechnology/H (Lab)	Paideia Civics and Economics	Religion in World Cultures
Gods and Goddesses	Botany (Lab)	Paideia USH/H	Russian I
Grammar and Usage	Chemistry (Lab)	Psychology	Russian II
International Literature 1/H	Chemistry/AP (Lab)	Psychology/H	Russian III/H
International Literature 2/H	Chemistry/H (Lab)	Psychology/AP	Russian IV/H
Knights and Castles I	=Earth Science	Recent International Relations/H	Spanish I
Mythology	Earth Sci (Lab)	Rise & Fall of Soviet Union/H	Spanish II
Oriental Literature	Earth Science/H (Lab)	Seminar 10 WC	Spanish III/H
Paideia I	Energy Systems	Seminar 11 USH	Spanish IV/H
Paideia I/H	Environmental Science (Lab)	Seminar 9 Civics and Economics	Spanish V/H
Paideia II	Environmental Science/AP (Lab)	Seminar USH/H	Spanish VI/H
Paideia II/H	Field Biology	Sociology	Spanish Language/AP

Paideia III	Forensic Science (Lab)	Sociology/H	Spanish Literature/AP
Paideia III/H	Future Decisions in Science	Sociology/Psychology	Theory of Knowledge
Paideia IV	Genetics/H	Twentieth Century World Topics	
Paideia IV/H	Geoscience (Lab)	=US History	
Seminar 9/H	Human Reproduction	US History (Paideia)	
Seminar En 10	Invertebrate Zoology	US History (Paideia)/H	
Seminar En 11	Marine Ecology	US History	
Seminar En 9	Microbiology/H	US History/AP	
Short Story Writing/H	Organic Chemistry	US History/H	
Southern Writers/H	Outdoor Science (Lab)	=World History	
Speech I	=Physical Science	World History	
Speech II	Physical Science Appl (w/ pre-Alg)	World History (Paideia)	
Sports Literature	Physical Sci (Lab)	World History/H	
Studies in Shakespeare	Physical Sci (Lab)/H	World History/AP	
Trends + Movements in Adult Literature	Physical Science/Chem (Lab)		
War & Peace in Literature	Physical Science/Phys (Lab)		
World Literature	Physics		
Writer's Studio/H	Physics/H (Lab)		
Writing Lab 1	Physics: Lev B/AP		
Writing Lab 2	Physics: Lev C/AP (Lab)		
	Princ. of Technology 1 (1 credit)		
	Princ. of Technology 2 (.5 credit)		
	Research 2/H (Lab)		
	Research 3/H (Lab)		
	Vertebrate Zoology		
<u>Mathematics</u>			
Advanced Functions and Modeling			
Algebra I (Level 1)			
Algebra I App/Tech (Level 1)			
Algebra I-A (.5 credit/yr) (Level 1)			
Algebra 1 Part 1 (.5 credit/yr)			
Algebra 1 Part 2 (.5 credit/yr)			

ARTS EDUCATION PATHWAYS

9th graders entering before 2009 - 2010

Arts Education Pathways are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students must earn at least four credits in an **Arts Education Pathway** to include a capstone course to meet the pathway requirement for the Career Prep **Course of Study**. **Arts Education Pathways** provide students with a focused plan of study and provide students with an appropriate foundation for future participation and success in the arts.

*Capstone (second level, advanced course)

Music

Vocal Music I
Vocal Music II*
Vocal Music III
Vocal Music III (Honors)
Vocal Music IV
Vocal Music IV (Honors)
Music Theory
Advanced Placement Music Theory
Music Appreciation

Instrumental Music I
Instrumental Music II *
Instrumental Music III
Instrumental Music III (Honors)
Instrumental Music IV
Instrumental Music IV (Honors)
Jazz Ensemble
Musical Theatre Orchestra
Independent Study

Visual Arts

Visual Arts I
Visual Arts II*
Visual Arts III
Visual Arts III (Honors)
Visual Arts IV
Visual Arts IV (Honors)
Visual Arts Laboratory Technician
Advanced Placement Visual Arts
Computer Art and Animation I
Computer Art and Animation II*

Commercial Art: Printmaking/Textiles
Art History
Advanced Placement Art History
Sculpture/Ceramics I
Sculpture/Ceramics II *
Sculpture/Ceramics III
Sculpture/Ceramics III (Honors)
Drawing Painting
Independent Study

Theatre Arts

Theatre Arts I
Theatre Arts II*
Theatre Arts III
Theatre Arts III (Honors)
Theatre Arts IV
Theatre Arts IV (Honors)

Programming and Broadcasting I
Programming and Broadcasting II*
Programming and Broadcasting III
Technical Theatre I
Technical Theatre II *
Technical Theatre III
Independent Study

Dance

Modern Dance I
Modern Dance II*
Modern Dance III
Modern Dance III (Honors)

Modern Dance IV
Modern Dance IV (Honors)
Independent Study

CAREER and TECHNICAL EDUCATION CAREER PATHWAYS **9th graders entering before 2009-2010**

Career and Technical Education (CTE) Career Pathways are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students who earn four units of credit including a capstone course in a CTE Career Pathway are designated “Career Pathway Completers.” All **CTE Career Pathways** include a variety of occupations that require different levels of education and training after graduation. Students should choose the appropriate **Course of Study** and **CTE Career Pathway** to match their career goals. **CTE Career Pathways** provide students with a focused plan of study and provide students with the background employers and colleges want to see on their transcripts. They encourage students to complete a sequential program leading to advanced courses.

A **CTE Career Pathway** is not a permanent commitment. As students have new experiences, they will learn new things about themselves and may change **CTE Career Pathways**. However, students should see their counselor to discuss the effects of this decision to be sure they meet graduation requirements. It is recommended that students take Career Management, Computer Applications, or Drafting if they are undecided during their freshman and sophomore years. These courses appear frequently in many **CTE Career Pathways**.

Students should work with their teachers, counselors, and parents to identify their interests, abilities, and talents; take a career interest inventory; and participate in work-based learning experiences such as job shadowing, internships, cooperative education, and/or apprenticeships.

CTE Career Pathways were revised for the 2004 – 2005 school year. Students entering the ninth grade prior to the 2004 – 2005 school year will continue to receive CTE Career Pathway credit for courses listed in the High School Program Planning Guide that was in effect the year the courses were taken.

*Capstone (second level, advanced course)

Agricultural and Natural Resources Technologies

Sample Career Options: Food Scientist, Fish and Game Warden, Geologist, Oceanographer, Landscape Architect, Greenhouse Manager

Agricultural Advanced Studies*
Agricultural Apprenticeship Method*
Agricultural Co-op Method
Agricultural Education Internship
Agricultural Mechanics I
Agricultural Mechanics II*
Agriscience Applications
Animal Science I
Animal Science II – Small Animals
Biotechnology and Agriscience Research I
Biotechnology and Agriscience Research II*
Career Management
Computer Applications I
Digital Communication Systems
Drafting I
Environmental and Natural Resources I
Environmental and Natural Resources II*
Equine Science I
Equine Science II
Horticulture I
Horticulture II - Landscape Construction*
Horticulture II - Turf Grass*
Horticulture II (HONORS)*
Scientific and Technical Visualization I: T&I/TE
Welding Technology I

Biological and Chemical Technologies

Sample Career Options: Dietetic Technician, Medical and Clinical Laboratory Technician

Biomedical Technology
Biotechnology and Agriscience Research I
Career Management
Computer Applications I
Culinary Arts and Hospitality I
Digital Communication Systems
Family and Consumer Sciences Advanced Studies*
Family and Consumer Sciences Apprenticeship Method*
Family and Consumer Sciences Co-op Method

Family and Consumer Sciences Internship
Foods I - Fundamentals
Foods II – Advanced*
Foods II - Food Technology*
Fundamentals of Technology
Life Management
Principles of Technology I
Scientific and Technical Visualization I: T&I/TE
Small Business/Entrepreneurship: BE/ME
Teen Living

Business Technologies

Sample Career Options: Accountant, Banker, Computer Engineer, Database Administrator, Financial Manager, Sales Representative

Advanced Placement Computer Science A
Advanced Placement Computer Science AB
Business Advanced Studies*
Business and Electronic Communications
Business Apprenticeship Method*
Business Co-op Method
Business Education Internship
Business Law
Business Management and Applications*
Career Management
Computer Applications I
Computer Applications II*
Computer Engineering Technology I
Computer Programming I
Computer Programming II* (HONORS)
Computerized Accounting I
Computerized Accounting II (HONORS)*
Digital Communication Systems
e-Commerce I (HONORS)
e-Commerce II (HONORS)*
Fashion Merchandising

Marketing
Marketing Advanced Studies*
Marketing Apprenticeship Method*
Marketing Co-op Method
Marketing Education Internship
Marketing Management*
NAF Academy of Finance: Financial Services
NAF Academy of Finance: Business Economics
NAF Academy of Finance: Advanced Finance
NAF Academy of Finance: Financial Planning
NAF Academy of Information Technology: Computer Programming C++
NAF Academy of Information Technology: Digital Video and Media
SAS Computer Programming
Network Administration II – Microsoft (HONORS)*
Network Administration II – Novell (HONORS)*
Network Engineering Technology I
Network Engineering Technology II (HONORS)
Networking I: BE/TE/T&I
Principles of Business and Personal Finance: BE/ME
Small Business/Entrepreneurship: * BE/ME
Sports and Entertainment Marketing I
Sports and Entertainment Marketing II*
Strategic Marketing (HONORS)*
Travel, Tourism, and Recreation Marketing*

Commercial and Artistic Production Technologies

Sample Career Options: Interior Designer, Multimedia Developer, Photographer, Video Editor

Apparel Development I
Apparel Development II*
Career Management
Clothing Construction and Design
Communications Systems
Computer Applications I
Digital Communication Systems
Digital Media I
Digital Media II*
Drafting I
Family and Consumer Sciences Advanced Studies*
Family and Consumer Sciences Apprenticeship Method*
Family and Consumer Sciences Co-op Method
Family and Consumer Sciences Internship
Fundamentals of Technology

Housing and Interiors I
Housing and Interiors II*
Life Management
Printing Graphics I
Printing Graphics II*
Scientific and Technology Visualization: I/TE/T&I
Small Business/Entrepreneurship: BE/ME
Teen Living
Trade and Industrial Advanced Studies*
Trade and Industrial Apprenticeship Method*
Trade and Industrial Co-op Method
Trade and Industrial Cooperative Training I
Trade and Industrial Internship

Construction Technologies

Sample Career Options: Brickmason, Cabinetmaker, Carpenter, Building Inspector, Electrician, General Contractor

Agricultural Mechanics I
Career Management
Computer Applications I
Construction Technology I Construction Technology II*
Construction Technology III
Digital Communication Systems
Drafting I
Drafting II – Architectural (HONORS)*
Drafting III – Architectural (HONORS)
Fundamentals of Technology
Furniture and Cabinetmaking I
Furniture and Cabinetmaking II*
Housing and Interiors I
Masonry I
Masonry II*
Masonry III
Principles of Technology I
Small Business/Entrepreneurship: BE/ME
Structural Systems
Trade and Industrial Apprenticeship Method*
Trade and Industrial Co-op Method
Trade and Industrial Advanced Studies*
Trade and Industrial Cooperative Training I
Trade and Industrial Internship
Welding Technology I

Engineering Technologies

Sample career options: Architect, Engineer, Drafter, Surveying and Mapping Technician, Urban and Regional Planner

Career Management
Communication Systems*
Computer Applications I
Computer Engineering Technology I
Computer Engineering Technology II (HONORS)*
Digital Communication Systems
Digital Media I
Drafting I
Drafting II – Engineering (HONORS)*
Drafting III – Engineering (HONORS)
Electronics I
Electronics II (HONORS)*
Foundations of Information Technology
Fundamentals of Technology
Manufacturing Systems*
Network Administration II – Linux (HONORS)
Network Administration II – Microsoft (HONORS)
Network Administration II – Novell (HONORS)
Network Engineering Technology I

Network Engineering Technology II (HONORS)*
Networking I: T&I/BE/TE
Principles of Technology I
Principles of Technology II (HONORS)*
Scientific and Technical Visualization I: T&I/TE
Scientific and Technical Visualization II (HONORS)*: T&I/TE
Small Business/Entrepreneurship: BE/ME
Structural Systems*
Technology Advanced Studies*
Technology Apprenticeship Method*
Technology Education Internship
Trade and Industrial Advanced Studies*
Trade and Industrial Apprenticeship Method*
Trade and Industrial Co-op Method
Trade and Industrial Cooperative Training I
Trade and Industrial Internship
Transportation Systems*

Health Sciences

Sample career options: Nurse, Pharmacist, Physical Therapist, Physician, Social Worker, Veterinarian

Allied Health Sciences I
Allied Health Sciences II*
Biomedical Technology
Career Management
Child Development
Computer Applications I
Digital Communication Systems
Foods I - Fundamentals

Health Occupations Apprenticeship Method*
Health Occupations Internship
Health Sciences Advanced Studies*
Health Team Relations
Medical Sciences I
Medical Sciences II (HONORS)*
Small Business/Entrepreneurship: BE/ME

Industrial Technologies

Sample career options: Compliance Officer, Fabric and Apparel Patternmaker, Health and Safety Engineer, Industrial Production Manager, Tool and Die Maker

Career Management
Computer Applications I
Digital Communication Systems
Method*
Drafting I
Electronics I
Fundamentals of Technology
II*
Manufacturing Systems
Principles of Technology I
Principles of Technology II (HONORS)

Small Business/Entrepreneurship: BE/ME
Trade and Industrial Advanced Studies*
Trade and Industrial Apprenticeship

Trade and Industrial Co-op Method
Trade and Industrial Cooperative Training I
Trade and Industrial Cooperative Training

Trade and Industrial Internship
Welding Technology I
Welding Technology II*

Public Service Technologies

Sample career options: Child Care Worker, Cook, Chef, Culinary Assistant, Criminal Investigator, School Teacher

Apparel Development I
Career Management
Clothing Construction and Design
Computer Applications I
Culinary Arts and Hospitality I
Culinary Arts and Hospitality II*
Digital Communication Systems
Early Childhood Education I
Early Childhood Education II (HONORS)*
Family and Consumer Sciences Advanced Studies*
Family and Consumer Sciences Apprenticeship Method*

Family and Consumer Sciences Co-op Method
Family and Consumer Sciences Internship
Financial Education
Foods I - Fundamentals
Foods II - Advanced*
Foods II – Food Technology
Housing and Interiors I
Life Management
Child Development
Pattern Design
ProStart I
ProStart II
Small Business/Entrepreneurship: BE/ME
Teen Living

Transport Systems Technologies

Sample career options: Air Traffic Controller, Automotive Technician, Pilot, and Transportation Manager

Aerospace I
Aerospace II*
Aerospace III
Automotive Service Technology I
Automotive Service Technology II*
Automotive Service Technology III
Career Management
Collision Repair Technology I
Collision Repair Technology II*
Computer Applications I
Digital Communication Systems

Drafting I
Electronics I
Fundamentals of Technology
Principles of Technology I
Small Business/Entrepreneurship: BE/ME
Trade and Industrial Advanced Studies*
Trade and Industrial Apprenticeship Method*
Trade and Industrial Co-op Method
Trade and Industrial Cooperative Training I
Trade and Industrial Internship
Transportation Systems

JROTC PATHWAYS

Junior Reserved Officer Training Course (JROTC) Pathways are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students must earn at least four credits in a **JROTC Pathway** to include a capstone course to meet the pathway requirement for the Career Prep **Course of Study**. **JROTC Pathways** provide students with a focused plan of study and provide students with significant benefits through participation and demonstrated success in JROTC. These benefits include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

No military service is incurred as a result of JROTC participation.

*Capstone (second level, advanced course)

Air Force Junior Reserved Officer Training Course (AFJROTC)

AFJROTC/Healthful Living I
AFJROTC/Healthful Living II*
AFJROTC III

AFJROTC III (Honors)
AFJROTC IV
AFJROTC IV (Honors)

Army Junior Reserved Officer Training Course (AJROTC)

AJROTC I
AJROTC II*
AJROTC III
AJROTC III (Honors)

AJROTC IV
AJROTC IV (Honors)
Leadership, Drill, and Ceremonies
Leadership, Drill and Ceremonies (Honors)

Navy Junior Reserved Officer Training Course (NJROTC)

Naval Science/Healthful Living I
Naval Science/Healthful Living II*
Naval Science III
Naval Science III (Honors)

Naval Science IV
Naval Science IV (Honors)
Leadership, Drill, and Ceremonies
Leadership, Drill and Ceremonies (Honors)

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ARTS EDUCATION COURSES

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

VISUAL ARTS

DRAWING **54152C** **1 credit**
 Recommended prerequisite(s): Visual Arts I

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

PAINTING **54162E** **1 credit**
 Recommended prerequisite(s): Visual Arts II

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

SCULPTURE/CERAMICS I **54292A** **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.

SCULPTURE/CERAMICS II **54292B** **1 credit**
 Recommended prerequisite(s): Sculpture/Ceramics I

Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay and other sculptural materials. All types of construction, glaze formulation, and firing techniques are explored. Form and shape are stressed using materials appropriate to sculpting.

SCULPTURE/CERAMICS III **54292C** **1 credit**
 Recommended prerequisite(s): Sculpture/Ceramics II

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

SCULPTURE/CERAMICS III (HONORS) **54295A** **1 credit**

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

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 II **54162A** **1 credit**
 Recommended prerequisite(s): Visual Arts I or portfolio

This course offers an in-depth study of design through repeated use of art elements, i.e., color, line, texture, value, and shape, while expanding technical abilities. Design is taught through experiences in the following areas: drawing and painting, art history and survey, three-dimensional design using materials such as wood, clay, graphics with processes involving silk screening and/or woodcuts, and fibers (loom weaving and batik).

VISUAL ARTS III **54172A** **1 credit**
 Recommended prerequisite(s): Visual Arts II or portfolio

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products, to solve problems in the chosen art media, and to learn concepts and skills related to personal art expressions.

VISUAL ARTS III (HONORS) **541 75A** **1 credit (HN)**

Recommended prerequisite(s): Visual Arts II or portfolio

Students who have demonstrated advanced skill levels in visual arts are eligible to take honors level Visual Arts III. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history.

VISUAL ARTS IV **54182A** **1 credit**
 Recommended prerequisite(s): Visual Arts III or portfolio

This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media.

VISUAL ARTS IV (HONORS) **54185A** **1 credit (HN)**
Recommended prerequisite(s): Visual Arts III or portfolio

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

ADVANCED PLACEMENT VISUAL ARTS
ADVANCED PLACEMENT VISUAL ARTS – DRAWING **54527A** **1 credit (AP)**
ADVANCED PLACEMENT VISUAL ARTS – 2D DESIGN **54537A** **1 credit (AP)**
ADVANCED PLACEMENT VISUAL ARTS – 3D DESIGN **54547A** **1 credit (AP)**

These courses are for students who have completed at least two (2) credits in visual arts on the high school level. Emphasis is placed on studio art. It is expected that students enrolled in these courses will take the College Board Advanced Placement Test. The student must prepare and submit a portfolio to the Advanced Placement Visual Arts Committee of The College Board for college credit approval.

COMPUTER ART AND ANIMATION I **54442A** **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.

COMPUTER ART AND ANIMATION II **54442B** **1 credit**
Recommended prerequisite(s): Computer Art and Animation I or portfolio

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

COMMERICAL ART: PRINTMAKING /TEXTILES **54332A** **1 credit**
Recommended prerequisite(s): Visual Arts I

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

ART HISTORY **54482A** **1 credit**

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

ADVANCED PLACEMENT ART HISTORY **54487A** **1 credit (AP)**

This advanced art history course requires students to make extensive connections between the art of each time period and its relationship to culture. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

INDEPENDENT STUDY – VISUAL ARTS **54602A** **1 credit**

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

BROADCASTING

PROGRAMMING AND BROADCASTING I **54402A** **1 credit**

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

PROGRAMMING AND BROADCASTING II **54402B** **1 credit**
Recommended prerequisite(s): Programming and Broadcasting I **54402C** **2 credits**
or teacher recommendation

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

lighting, and sound equipment as well as a special effects generator.

PROGRAMMING AND BROADCASTING III

54402D

1 credit

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

54402E

2 credits

This course challenges students who have prior television experience. Students take on the total responsibility of writing, producing, directing, recording, and editing a daily news program for the school. Students may spend an average of five hours each week videotaping events after school.

DANCE

MODERN DANCE I

51152A

1 credit

This course introduces students to movement through the elements of modern dance. Proper body alignment and basic knowledge of the body's movement capabilities are emphasized through dance technique classes. Classwork includes experiences that reinforce strength, flexibility, and endurance. Dance attire is recommended but not required. In lieu of leotards and tights, students may wear loose, comfortable clothing to assure a full range of movement. Participation in some after-school rehearsals and performances may be expected.

MODERN DANCE II

51162A

1 credit

Recommended prerequisite(s): Modern Dance I or audition

This course continues the development of technical skills acquired in Dance I, with students continuing movement through exploration of the elements of basic modern dance. Classwork includes experiences that reinforce strength, flexibility, and endurance. Dance attire is recommended but not required. In lieu of leotards and tights, students may wear loose, comfortable clothing to assure a full range of movement. Participation in some after-school rehearsals and performances may be expected.

MODERN DANCE III

51172A

1 credit

Recommended prerequisite(s): Modern Dance II or audition

Technical skills and aesthetic awareness are developed through more challenging dance technique and choreography classes. Appropriate attire is required. Participation in after-school rehearsals and performances is expected.

MODERN DANCE III (HONORS)

51175A

1 credit (HN)

Recommended prerequisite(s): Modern Dance II or audition

Students who have demonstrated a serious commitment and advanced skill in modern dance are eligible to take Modern Dance III at the honors level. Success at the honors level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Appropriate attire is required. Participation in after-school rehearsals and performances is expected.

MODERN DANCE IV

51182A

1 credit

Recommended prerequisite(s): Modern Dance III or audition

Technical skills and aesthetic awareness are developed through advanced dance technique and choreography classes. Appropriate attire is required. Participation in after-school rehearsals and performances is expected.

MODERN DANCE IV (HONORS)

51185A

1 credit (HN)

Recommended prerequisite(s): Modern Dance III or audition

Students who have demonstrated a serious commitment and advanced skill in modern dance are eligible to take Modern Dance IV at the honors level. In addition to extensive technique classes, students present their own choreography for critique by their peers and teacher. Success at the honors level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Appropriate attire is required. Participation in after-school rehearsals and performances is expected.

INDEPENDENT STUDY – DANCE

51342A

1 credit

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



THEATRE ARTS

THEATRE ARTS I	53152A	1 credit
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This course trains students in basic aspects of body movement and vocal expression. Class activities include pantomime, improvisation, individual and group presentation of oral reading, and solo and ensemble acting. The course culminates in a polished presentation before an audience.

THEATRE ARTS II	53162A	1 credit
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Recommended prerequisite(s): Theatre Arts I or audition

Students explore theatre as a comprehensive performing art. The technical aspects of production including scenic, lighting, sound, makeup, property, and costume design enhance the study of acting, directing, and basic theatre management. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS III	53172A	1 credit
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Recommended prerequisite(s): Theatre Arts II or audition

This course provides intensive acting study for the advanced theatre student. Students refine character development, vocal expression, and improvisation skills. This course may be scheduled with Theatre Arts II. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS III (HONORS)	53175A	1 credit (HN)
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Recommended prerequisite(s): Theatre Arts II or audition

Students who have demonstrated exceptional skill levels in the dramatic arts are eligible to take honors level Theatre Arts III. Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS IV	53182A	1 credit
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Recommended prerequisite(s): Theatre Arts III or audition

Students who have extensive performance experience develop their skills in producing a quality, aesthetic theatrical experience. This course provides leadership opportunities for the advanced students in the theatre department and supports a variety of productions including classical and contemporary works. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS IV (HONORS)	53185A	1 credit (HN)
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Recommended prerequisite(s): Theatre Arts III or audition

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

TECHNICAL THEATRE I	53252A	1 credit
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Students explore the various aspects of design and production for theatre. Areas of study may include scenery, lighting, sound, makeup, properties, costumes, and stage management.

TECHNICAL THEATRE II	53262A	1 credit
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Recommended prerequisite(s): Technical Theatre I

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

TECHNICAL THEATRE III	53262B	1 credit
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Recommended prerequisite(s): Technical Theatre II

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

INDEPENDENT STUDY - THEATRE	53602A	1 credit
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The student works independently in a special area of concentration selected by the student with the theatre teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

CHORAL MUSIC

VOCAL MUSIC I - MIXED CHORUS **52302A** **1 credit**

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

VOCAL MUSIC II - CHORAL ENSEMBLE **52312A** **1 credit**
Recommended prerequisite(s): Vocal Music I or audition

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

VOCAL MUSIC III - CONCERT CHORUS **52322A** **1 credit**
Recommended prerequisite(s): Vocal Music II or audition

Students demonstrate strong vocal production, music theory, and aesthetics. This group studies and performs advanced levels of choral literature. Emphasis is on tone quality, balance, intonation, interpretation, and ear-training. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC III - CONCERT CHORUS (HONORS) **52325B** **1 credit (HN)**
Recommended prerequisite(s): Vocal Music II or audition

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

VOCAL MUSIC IV - SPECIAL CHORAL ENSEMBLE **52332A** **1 credit**
Recommended prerequisite(s): Vocal Music III or audition

Students develop vocal skills through an extensive study of three- and four-part music literature. Music literacy, vocal proficiency, and presentation skills are demonstrated at an advanced level. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC IV - SPECIAL CHORAL ENSEMBLE (HONORS) **52335A** **1 credit (HN)**
Recommended prerequisite(s): Vocal Music III or audition

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

MUSIC THEORY **52152A** **1 credit**

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

ADVANCED PLACEMENT MUSIC THEORY **52157A** **1 credit (AP)**

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

MUSIC APPRECIATION **52202A** **1 credit**

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

INSTRUMENTAL MUSIC

INSTRUMENTAL MUSIC: BAND I **52552A** **1 credit**
Recommended prerequisite(s): Middle School band or audition

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

INSTRUMENTAL MUSIC: BAND I **52562A** **1 credit**
Recommended prerequisite(s): Band I or audition

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

INSTRUMENTAL MUSIC: BAND III **52572A** **1 credit**
Recommended prerequisite(s): Band II or audition

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND III (HONORS) **52575A** **1 credit (HN)**
Recommended prerequisite(s): Band II or audition

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

INSTRUMENTAL MUSIC: BAND IV **52582A** **1 credit**
Recommended prerequisite(s): Band III or audition

Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND IV (HONORS) **52585A** **1 credit (HN)**
Recommended prerequisite(s): Band III (Honors) or audition

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

INSTRUMENTAL MUSIC: JAZZ ENSEMBLE **52652A** **1 credit**
Recommended prerequisite(s): Band II and/or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA I **52402A** **1 credit**
Recommended prerequisite(s): Middle School Strings or audition

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.

INSTRUMENTAL MUSIC: ORCHESTRA II **52412A** **1 credit**
Recommended prerequisite(s): Orchestra I or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA III **52422A** **1 credit**
Recommended prerequisite(s): Orchestra II or audition

Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA III (HONORS)**52425A****1 credit (HN)**

Recommended prerequisite(s): Orchestra II or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA IV**52432A****1 credit**

Recommended prerequisite(s): Orchestra III or audition

Advanced students build ensemble performance skills while studying challenging literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA IV (HONORS)**52435A****1 credit (HN)**

Recommended prerequisite(s): Orchestra III (Honors) or audition

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

INDEPENDENT STUDY – MUSIC**52842A****1 credit**

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

MUSICAL THEATRE ORCHESTRA**52432B****1 credit**

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



CAREER AND TECHNICAL EDUCATION COURSES

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

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

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

AGRICULTURAL EDUCATION

AGRISCIENCE APPLICATIONS

68102A

1 credit

Instruction integrates basic biological and physical sciences plus technological concepts with principles of production agriculture. The specific focus is on environmental and engineering technology; plant, animal, and food sciences; and agribusiness. The course provides an overview of agriculture, agriscience concepts, and career guidance and planning.

AGRICULTURAL MECHANICS I

68312A

1 credit

Instruction develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems, accidents, and repair needs encountered in their chosen agricultural career. Topics include agricultural mechanics safety; agricultural engineering career opportunities; hand and power tool use and selection; electrical wiring; basic metalworking; basic agricultural construction skills related to plumbing, concrete, and carpentry; basic welding; and leadership development.

AGRICULTURAL MECHANICS II* **68322A 1 credit** Prerequisite(s): Agricultural Mechanics I

This course expands upon the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision-making. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

AGRICULTURAL ADVANCED STUDIES*

68992A

1 credit

Prerequisite(s): Three technical credits in Agricultural Education with one being a capstone (*) course

This is a three-phased, career-focused exit course in Agricultural Education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization.

HORTICULTURE I

68412B 1 credit

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

HORTICULTURE II (HONORS)*

68425A

1 credit (HN)

Prerequisite(s): Horticulture I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Agriculture Education. It covers instruction that expands the scientific knowledge and skills developed in Horticulture I to include more advanced scientific, computation, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and career planning. More in-depth projects, additional leadership and personal speaking skills as well as skills in biology, chemistry and algebra are emphasized and reinforced. It provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

HORTICULTURE II - LANDSCAPE CONSTRUCTION* **68822A** **1 credit**
 Prerequisite(s): Horticulture I

This course provides hands-on instruction, emphasizes safety skills needed by landscape technicians in the field, and is based on the North Carolina Landscape Contractors' Association skill standards for a Certified Landscape Technician. Students learn to interpret landscape designs; identify landscape plants; and plant and maintain trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use and maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry.

HORTICULTURE II - TURF GRASS* **68432B** **1 credit**
 Prerequisite(s): Horticulture I

Turf Grass provides hand-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and irrigation, turf equipment and maintenance, and human resources and financial management.

ENVIRONMENTAL AND NATURAL RESOURCES I **68512A** **1 credit**

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

ENVIRONMENTAL AND NATURAL RESOURCES II **68522A** **1 credit**
 Prerequisite(s): Environmental and Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management.

BIOTECHNOLOGY AND AGRISCIENCE RESEARCH I **68712A** **1 credit**

This course provides instruction in the technically advanced world of agriculture and life sciences. The latest techniques and advances in plant and animal biotechnology are emphasized. Hands-on activities and work-based learning experiences are integrated throughout to bring scientific information to real-life application. It will emphasize skills in DNA, genetic transfer, embryo transfer, and basic plant and animal life processes.

BIOTECHNOLOGY AND AGRISCIENCE RESEARCH II* **68722A** **1 credit**
 Prerequisite(s): Biotechnology and Agriscience Research I

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

ANIMAL SCIENCE I **6821 2B** **1 credit**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Work based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

ANIMAL SCIENCE II – SMALL ANIMAL **68232A** **1 credit**
 Prerequisite: Animal Science I

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

EQUINE SCIENCE I **68252A** **1 credit**

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course. Opportunities for students to gain hands-on experience will be included in this course through work-based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities of practical application of instructional competencies.

EQUINE SCIENCE II
Prerequisite: Equine Science I

68262A

1 credit

This course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

PRINCIPLES OF BUSINESS AND PERSONAL FINANCE
Recommended for grades 9 - 10

62002C

1 credit

This course is an introductory course covering principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematics concepts are reinforced.

BUSINESS LAW
Recommended for grades 11 – 12

62152D

1 credit

This course is designed to acquaint students with the basic legal principles common to business and personal activities. Knowledge of contract law is applied to personal and business situations, including understanding how our legal and financial systems operate, maximizing purchasing power through credit, selecting appropriate insurance, renting and owning real estate, and how contract law applies to life's milestones, such as marriage, retirement and death. Business concepts such as contracting, ethics, starting a business, employment law, environmental law and intellectual property rights are included. Skills in critical thinking, oral and written communication are reinforced.

BUSINESS MANAGEMENT AND APPLICATIONS (COOPERATIVE)*
Prerequisite(s): Keyboarding skills and Computer Applications I
Recommended for grade 12

62256A

2 credits

This course covers the organizational functions of businesses including total quality concepts, project management, and problem solving. Emphasis is placed on analyzing the social, technological, and organizational systems in businesses, such as human relations, communications, records management, and meeting and conference coordination. Skills in communications and mathematics are reinforced as the student uses the appropriate business technology to perform business applications. Off-campus on-the-job training must be included to earn two units of credit. This course is included as a capstone (*) course in the Business Technologies Pathway only.

BUSINESS MANAGEMENT AND APPLICATIONS (NON-COOPERATIVE)*
Prerequisite(s): Keyboarding skills and Computer Applications I
Recommended for grade 12

62252H

1 credit

Identical instructional areas covered in Business Management and Applications (Cooperative) are presented in this course. Work-based skills are acquired through alternative avenues of learning such as internships, simulations, and group/individual projects. The cooperative experience is not a component of this course. This course is included as a capstone (*) course in the Business Technologies Pathway only.

SMALL BUSINESS/ENTREPRENEURSHIP*
Prerequisite(s): Two technical credits in same CTE program area
Recommended for grades 11-12

62352C

1 credit

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, math, research, and problem solving are reinforced as each student prepares his/her own business plan. This course is included as a capstone (*) course in the Business Technologies Pathway only.

COMPUTERIZED ACCOUNTING I
Recommended for grades 10-12

63112A

1 credit

This course provides an understanding of the basic principles of the accounting cycle. Major areas of study include business transactions, preparation and interpretation of financial statements, flow charts, accounting systems, banking and payroll activities, types of business ownership, and accounting career orientation. Mathematical and critical thinking skills are reinforced.

COMPUTERIZED ACCOUNTING II (HONORS)*

63125A

1 credit (HN)

Prerequisite(s): Computerized Accounting I and teacher recommendation

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. This course provides in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Major content areas include review of basic accounting procedures, partnership accounting, budgetary control systems, accounting for corporation accounting, cost accounting, and enhancement of accounting skills. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

COMPUTER APPLICATIONS I

64112J

1 credit

Prerequisite(s): Keyboarding skills (35 words per minute with errors corrected) or passed NC Computer Skills Test

In this course students learn to recognize, create, and format various business documents using word processing, database, spreadsheet, desktop publishing and presentation software applications. Students also learn how to integrate these applications. Internet searches, e-mail, the hazards of using computers online, file organization, and ways to protect computer equipment and files are covered. Students complete assignments/projects that require correct communication and critical thinking skills. Instructional activities are designed to enhance the core academic areas of reading, writing, and mathematics. Simulations, projects, teamwork, and FBLA leadership activities/competitions provide opportunities for application of instructional competencies.

COMPUTER APPLICATIONS II *

64122A

1 credit

Prerequisite(s): Computer Applications I

This course is designed to help students master advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area. Communication skills and critical thinking are reinforced through software applications. This course is included as a capstone (*) course in the Business Technologies Pathway only.

e-COMMERCE I (HONORS)

64155A

1 credit (HN)

Prerequisite(s): Computer Applications II

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. The curriculum is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students plan, design, create, publish, maintain, and promote an electronic business web site. Communication and critical thinking are reinforced through software applications. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is only available as an online course and is taught at the honors level.

e-COMMERCE II (HONORS) *

64165A

1 credit (HN)

Prerequisite(s): e-Commerce I (HONORS)

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. The curriculum is designed to help student's master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites. Communication skills, problem solving, research, and critical thinking skills are reinforced. This course is only available as an online course and is taught at the honors level. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

COMPUTER PROGRAMMING I

64212C

1 credit

Prerequisite(s): Algebra I

Recommended for grades 10-12

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual [Basic.Net](#) environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual [Basic.NET](#) program. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities.

COMPUTER PROGRAMMING II - (HONORS) *

64225A

1 credit (HN)

Prerequisite(s): Computer Programming I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. This continuation course begins with an overview of the basic and intermediate level skills introduced in Computer Programming I, while adding new techniques and skills as the class proceeds. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

DIGITAL COMMUNICATION SYSTEMS**65142A****1 credit**

Recommended for grades 9-10

This course is recommended for students who have not taken the middle grades keyboarding course or have no keying/document formatting skills. The course is designed to teach basic digital input skills including using the touch method, speech recognition, and use of handheld devices. The course is built around three basic software programs (word processing, spreadsheet, and databases). Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communication and correspondence. Communication skills are reinforced as the students format, compose, and proofread.

BUSINESS AND ELECTRONIC COMMUNICATIONS**65352A****1 credit**

Prerequisite(s): Keyboarding skills (35 words per minute with errors corrected)

This course provides students essential competencies for oral and written communications in the technological workplace. Emphasis is placed on utilizing the computer to develop written communication skills such as composing memos, letters and reports; describing processes or mechanisms; and completing forms and responding to e-mail. Utilizing technology (presentation software and telecommunication) to develop skills in oral presentations, giving instructions, interviewing for information, and presenting information/reports in an effective manner are reinforced. This course supports the competencies studied in English II.

NETWORK ADMINISTRATION II - MICROSOFT (HONORS)***63475B****1 credit (HN)**

Prerequisite(s): Networking I

Recommended for grade 11-12

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. This course is the second of two courses of a certification program based on industry-validated skill standards. Topics in this course include networking security, administrator responsibilities, and documentation of work-based experiences. Critical thinking skills are taught. The expectation of this course sequence is for students to sit for the appropriate industry-credentialing exam. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

NETWORK ADMINISTRATION II- NOVELL (HONORS)***63465B****1 credit (HN)**

Prerequisite(s): Networking I

Recommended for grade 11-12

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. This course is the second of two courses of a certification program based on industry-validated skill standards. Topics in this course include networking security, administrator responsibilities, and documentation of work-based experiences. Critical thinking skills are taught. The expectation of this course sequence is for students to sit for the appropriate industry-credentialing exam. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

BUSINESS ADVANCED STUDIES***65992A****1 credit**

Prerequisite(s): Three technical credits in Business and Information Technology Education, including a capstone course Recommended for grade 12

This is a culminating course with a career focus in accounting and finance, business administration, business management and ownership, information technology, and/or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career. In addition, they also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel. This course is included as a capstone (*) course in the Business Technologies Pathway only.

THE FOLLOWING FIVE COURSES CAN BE OFFERED IN THREE CTE PROGRAM AREAS: BUSINESS EDUCATION, TECHNOLOGY EDUCATION, AND TRADE AND INDUSTRIAL EDUCATION**NETWORKING I****63412B/79802E****1 credit**

Recommended for grade 10-12

This course provides a broad-based foundation in engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

NETWORK ENGINEERING TECHNOLOGY I**74092P****1 credit**

Prerequisite(s): None, but Networking I is recommended

This course introduces the fundamental principles of networks and their operation by using CICSO CCNA Discovery 1 and Discovery 2 curriculum. The

Cisco CCNA® Discovery curriculum provides foundational networking knowledge, practical experience, opportunities for career exploration, and soft-skills development to help students prepare for entry-level careers in IT and networking. The curriculum offers a hands-on approach to learning, and uses interactive tools and easy-to-follow labs to help students learn the general theory needed to build networks. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

NETWORK ENGINEERING TECHNOLOGY II (HONORS)* **79815A** **1 credit (HN)**
Prerequisite(s): Network Engineering Technology I

This course begins with certification preparation for the Certified Cisco Entry Network Technician (CCENT) exam. The materials needed to successfully pass this certification were covered in Network Engineering Technology I (7409). The bulk of this course will cover CISCO CCNA Exploration 2 curriculum. CCNA Exploration offers in-depth theory, challenging labs, and a detailed overview of protocol operations. It is designed for students with advanced problem-solving and analytical skills, such as degree candidates in engineering, math, or science, or for working professionals who would like to advance their careers or gain certification. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

COMPUTER ENGINEERING TECHNOLOGY I **79912A** **1 credit**

Computer Engineering Technology I (CET I) introduces basic skills and safety procedures required to become an A+ Certified computer technician. Emphasis is on skills needed to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems. This course focuses on the CompTIA A+ Core Hardware exam objectives.

COMPUTER ENGINEERING TECHNOLOGY II (HONORS)* **79925A** **1 credit (HN)**
Prerequisite(s): Computer Engineering Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement. Computer Engineering Technology II (CET II) offers advanced hands-on training and theory to enhance skills introduced in CET I. New topics include printers, portable systems, networks, Internet, and customer interaction. Course content follows industry guidelines for A+ Certification. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

NATIONAL ACADEMY FOUNDATION COURSES

The following courses are available only through the National Academy Foundation sponsored academies:

Academy of Finance (Available at Sanderson High School)		
NAF ACADEMY OF FINANCE : FINANCIAL SERVICES	63512A	1 credit
NAF ACADEMY OF FINANCE : BUSINESS ECONOMICS	63522A	1 credit
NAF ACADEMY OF FINANCE : ADVANCED FINANCE	63572A	1 credit
NAF ACADEMY OF FINANCE : FINANCIAL PLANNING	63542A	1 credit
WAKE TECHNICAL COLLEGE: INTRO TO BUSINESS	64985D	1 credit
NCSU: SURVEY OF ECONOMICS	64985E	1 credit
Academy of Information Technology (Available at Apex High School)		
NAF INFORMATION TECHNOLOGY : COMPUTER PROGRAMMING I C++	64732A	1 credit
NAF INFORMATION OF TECHNOLOGY: Digital video and Media	64772A	1 credit
SAS PROGRAMMING	64275A	1 credit

CAREER DEVELOPMENT

CAREER MANAGEMENT **61452E** **1 credit**

This course develops knowledge, skills, and understanding related to finding, keeping, advancing and changing employment. Students are provided appraisal opportunities and experiences that facilitate their abilities and interests to enable them to make wise career decisions. Places of potential employment are identified and techniques are practiced in searching for employment and succeeding on the job. Students study benefits, deductions, guidelines, laws, and policies they encounter in beginning a new job. They also learn skills that enhance success and possible advancement on the job.

FAMILY AND CONSUMER SCIENCES EDUCATION

TEEN LIVING **701 52A** **1 credit**
Recommended for grades 9 - 10

This is a student-centered course that uses simulated experiences to examine teen roles and responsibilities of work, home, and family. Students learn responsibilities associated with decision-making and the resulting consequences along with obligations of assuming adult roles. Emphasis is

on family wellness, character development, and the impact of technology on the family.

LIFE MANAGEMENT **70852C** **1 credit**
Recommended for grades 11 - 12

This course is designed to empower students to take action for the well being of themselves and others in their family, workplace, and community. Topics include resource management, personal development, parenting, relationships, career development, and wellness and nutrition. The focus is on what students need to know and be able to do to manage work and family responsibilities within the first five years after high school. This course reinforces skills in decision-making, problem-solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication.

FINANCIAL EDUCATION **70862A** **1 credit**

This course is designed to increase financial literacy among high school juniors and seniors and prepare them to be successful managers of their personal, family, and environmental resources. Students learn to manage resources through authentic applications that are relevant to their lives – e.g. ., spending plans, cost analyses, strategic career plans, comparison shopping, individual and family scenarios, and product care demonstrations. Lesson activities are derived from a series of highly motivational, activity-based lessons.

APPAREL DEVELOPMENT I **70352L** **1 credit**

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

APPAREL DEVELOPMENT II* **70362A** **1 credit**
Prerequisite(s): Apparel or Housing and Interiors I
Recommended for grades 10-12

The focus of this course is on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce a product. A real or simulated business apparel enterprise allows students to apply instructional strategies and workplace readiness skills to an authentic experience.

CLOTHING CONSTRUCTION AND DESIGN **70092B** **1 credit**
Prerequisite(s): Apparel Development I
Recommended for grades 10-12

The focus of this course is advanced clothing principles involved in construction. Students express themselves through the use of clothing and accessories and skills in advanced construction and fitting techniques.

HOUSING AND INTERIORS I **70552A** **1 credit**
Recommended for grades 10-12

Students focus on the elements and principles of design to plan and decorate the interior of a home. Students examine the principles of selecting home furnishings and equipment. Housing decisions by individuals and families are explored as they affect needs, environment, technological developments, and governmental influences. Students create living environments using the concepts of interior design. Homes are evaluated for interior and exterior design, construction quality, energy efficiency, and security and safety. The course helps students interpret legal and financial aspects of acquiring housing and explore career skills and job opportunities in housing and interior design.

HOUSING AND INTERIORS II* **70562A** **2 credits**
Prerequisite(s): Housing and Interiors I

This two-block course prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Skills in technology, art, mathematics, and communication are reinforced in this course. Comprising 50 percent of the course work: work-based learning strategies appropriate for this course include field trips, job shadowing, school-based enterprises, internships, cooperative education, and apprenticeships.

FOODS I - FUNDAMENTALS **70452A** **1 credit**

This course examines nutritional needs of the individual. It focuses on the relationship of diet to health, healthy food choices, and preparation of foods to meet these needs. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation.

FOODS II - ADVANCED* **70462A** **1 credit**

Prerequisite(s): Foods I - Fundamentals
Recommended for grades 10-12

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students opting to take the exam for the ServSafe credential from the National Restaurant Association. Students apply instructional strategies and workplace readiness skills to a real or simulated business food enterprise. This course is included as a capstone (*) course in the Public Service Technologies Pathway only.

FOODS II – FOOD TECHNOLOGY * **70752G** **1 credit**

Prerequisite(s): Foods I-Fundamentals, or Culinary Arts I, or Physical Science
Recommended for grades 10-12

Exploring the food industry from “the farm to the table” is a major emphasis of this course. Students examine production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The course integrates basic science principles, nutrition, government regulations, emerging trends, biotechnology, and career opportunities into the world of food technology.

CULINARY ARTS AND HOSPITALITY I **71212A** **2 credits**

Prerequisite(s): Foods I-Fundamentals

Students practice basic food production and management activities in both “the back of the house” and in “the front of the house.” This course explores the food service industry and employment opportunities from entry to professional levels. An emphasis is placed on use of basic math skills and application of scientific principles to food production. The course also stresses both teamwork and individual responsibility during production work activities.

CULINARY ARTS AND HOSPITALITY II* **71222A** **2 credits**

Prerequisite(s): Culinary Arts and Hospitality I
Recommended for grades 11 - 12

This advanced course examines the importance of nutrition and the concept of menu planning. It encourages students to think creatively and critically, as they learn how to produce food products and manage the business of food production for profit and customer satisfaction. The latest technology in the management of food production is utilized. This course is included as a capstone (*) course in the Public Service Technologies Pathway only.

PROSTART I **70092R** **1 credit**

Take a first-hand look at the fast-paced and exciting foodservice industry. Restaurant professionals do more than create delicious dishes and run top-notch commercial kitchens. They have exceptional “people skills”, accounting know-how, public relations expertise, and much more. Students learn kitchen basics, nutrition, how to prepare and serve safe food, and how to control food costs. As part of the learning experience, students are required to work a paid internship at a foodservice establishment.

PROSTART II **70092S** **1 credit**

Prerequisites: ProStart I

Students continue to learn about the foodservice industry. They develop advanced food preparation skills and learn the art of food service. As part of the learning experience and to attain Certificate of Achievement, students are required to work a paid internship at a foodservice establishment.

CHILD DEVELOPMENT **70652C** **1 credit**

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on care providers’ responsibilities for and influences on children. It reinforces skills in communication, resource management, and problem solving. The ways infants, toddlers, and preschoolers develop emotionally, socially, physically, and intellectually are explored. Course content includes the care and guidance of children as well as ways to encourage their growth and development. Students investigate community services available to families with children and educational experiences for young children.

EARLY CHILDHOOD EDUCATION I**71112B****2 credits**

Prerequisite(s): Child Development

This course prepares students to work with children in preschool, childcare, elementary education and/or after school programs. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who will be participating in the work-based learning experiences in child care centers should be 16 years of age prior to the beginning of the work-based placement (North Carolina Child Care General Statute 110.91, Section 8).

EARLY CHILDHOOD EDUCATION II (HONORS)***71125A****2 credits**

Prerequisite(s): Early Childhood Education I

Recommended for grades 11 - 12

This course is designed for students who have demonstrated an advanced level of interest and achievement in Early Childhood Education. It prepares students to work with children in preschool, childcare, elementary education and/or after school programs. Students receive instruction in early education and care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. This course articulates with the NC Community College System. It provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who successfully complete this course and are 18 years of age will be eligible to apply for the North Carolina Early Childhood Credential (NCECC) through the Division of Child Development.

FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES***71992D****1 credit**

Prerequisites: Three technical credits in FACS with one being a capstone (*) course

Recommended for grade 12

This culminating course is career-focused in Family and Consumer Sciences. Three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

HEALTH OCCUPATIONS EDUCATION**BIOMEDICAL TECHNOLOGY****72002B****1 credit**

Recommended for Grades 10-11

This is a survey course designed to investigate 21st century medical and health care practices using computerized databases, media, and visiting health team professionals. Searches include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethics, crises and alternatives, and health career development.

HEALTH TEAM RELATIONS**72102A****1 credit**

Recommended for grades 9 - 10

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

ALLIED HEALTH SCIENCES I**72112A****1 credit**

Prerequisite(s): Biology, Algebra I, and Healthful Living

Recommended for grades 10-11

This is a comprehensive course, designed to investigate the health care delivery system, its services, and occupations. Included is the nature of health maintenance (wellness) and preventive medicine, the study of the language of medicine, bioethical/legal practices, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, computer applications, career development, and future technological innovations.

ALLIED HEALTH SCIENCES II***72122B****2 credits**

Prerequisite(s): Allied Health Science I or Medical Sciences I

Recommended for grades 10-11

This is an in-depth course designed to prepare potential health care workers to become effective and efficient health team members. The development of

proficiency in employability, safety, clerical skills, and health care skills are applied to a clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, nursing/convalescent/retirement facilities, wellness centers, etc.

MEDICAL SCIENCES I, Health Team Relations or Biomedical Technology **72212A** **1 credit**
 Prerequisite(s): Biology, Algebra I, and Healthful Living
 Recommended for grades 11 - 12

This course provides classroom instruction to introduce medicine and the professions associated with the administration of health care. It uses advanced investigative approaches in the study of human and social sciences as related to medicine and health care. Emphasis includes patient/client psychology, bioethical legal practices, the language of medicine, body chemistry, microbiology, anatomy and physiology, and the current and futuristic study of diseases and disorders.

MEDICAL SCIENCES II (HONORS)* **72225A** **1 credit (HN)**
 Prerequisite(s): Anatomy and Physiology and Medical Science I or Allied Health Sciences I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Health Occupations Education. It is a specialized course designed to prepare potential health care workers for performance in an advanced technical or professional health career. Emphasis is placed on research, communications, safety, computer literacy, health team relations, problem solving, and decision-making. It reinforces skills in mathematics, science, and communications. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

HEALTH SCIENCES ADVANCED STUDIES* **72992D** **1 credit**
 Prerequisite(s): Three technical credits in Health Occupations Education with one being a capstone (*) course. Recommended for grade 12

A health or medical career is the focus of this culminating course. Three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. In addition, they also demonstrate their abilities to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization.

HEALTH OCCUPATIONS HUSKINS COURSES

The following courses are offered through Wake Technical Community College. It is recommended that students who enroll in these courses should:

- Have successfully completed at least two Health Occupations WCPSS courses prior to enrolling
- Be a senior
- Be certified in CPR/First Aid at the health agency level
- Be able to provide own transportation

Emergency Medical Technician	73992A	1 credit
Clinical Nursing Assistant	73992C	1 credit
Dental Technician	73992D	1 credit
Medical Lab Technician	73992F	1 credit
Medical Assisting	73992H	1 credit

MARKETING EDUCATION

PRINCIPLES OF BUSINESS AND PERSONAL FINANCE **6600C** **1 credit**
 Recommended for grades 9 - 10

This course is an introductory course covering principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematics concepts are reinforced.

SMALL BUSINESS/ENTREPRENEURSHIP* **66152A** **1 credit**
 Prerequisite(s): Two technical credits in same CTE program content area
 Recommended for grades 11-12

This course is designed to introduce students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem solving are reinforced as each student prepares his/her own business plan. This course is included as a capstone (*) course in the Business Technologies Pathway only.

MARKETING (NON-COOPERATIVE) **66212A** **1 credit**
 Recommended for grades 10 - 12

Students acquire skills and attitudes that prepare them to enter the field of marketing, either immediately upon graduation from high school or upon completion of a program of study beyond the high school level. Instructional areas include the functions of marketing, sales promotion, buying operations, management, product and service technology, and the social skills related to success in marketing. Skills in communications and mathematics are reinforced.

MARKETING (COOPERATIVE) **66216A** **2 credits**
Recommended for grades 11 - 12

Identical instructional areas covered in Marketing (Non-cooperative) are presented in this course. In addition, students participate in on-the-job learning experiences that are related to in-school instruction. Students should not take this course if Marketing (Non-cooperative) has been taken.

MARKETING MANAGEMENT (COOPERATIVE)* **66226A** **2 credits**
Prerequisite(s): Marketing 66212A or 66216A
Recommended for grades 11 - 12

In this course, an in-depth study is made as students continue the sequence of studies begun in Marketing. Topics included are management skills, sales management, sales promotion, marketing analysis, and physical and supportive marketing functions. Management skills are developed to enable students to function effectively in the private enterprise system. Skills in math, human relations, communications, and technical writing are reinforced. To expand the course content, alternative avenues of learning, such as internships, simulations, group and individual projects, and cooperative experiences are utilized. Marketing (Cooperative) and Marketing Management are not to be taken simultaneously since the content of the course is sequential in nature. This course is included as a capstone (*) course in the Business Technologies Pathway only.

MARKETING MANAGEMENT (NON-COOPERATIVE)* **66222D** **1 credit**
Prerequisite(s): Marketing 66212A or 66216A

Identical instructional areas covered in Marketing Management (Cooperative) are presented in this course. Advanced marketing management skills are acquired through alternative avenues of learning, such as internships, simulations, and group and individual projects. The cooperative experience is not a component of this course. This course is included as a capstone (*) course in the Business Technologies Pathway only.

STRATEGIC MARKETING (HONORS)* **66265A** **1 credit (HN)**
Prerequisite(s): Any Marketing course & teacher recommendation
Recommended for grade 12

This course is designed for students who have demonstrated an advanced level of interest and achievement in Marketing Education. This fast-paced course challenges students by combining, in one course, the content taught in both the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Skills in mathematics, research, and critical thinking are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Business Technologies Pathway only.

TRAVEL, TOURISM, AND RECREATION MARKETING* **66452C** **1 credit**
Recommended for grade 11-12
Prerequisite(s): Marketing 66212A or 66216A

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced. This course is included as a capstone (*) course in the Business Technologies Pathway only.

SPORTS AND ENTERTAINMENT MARKETING I **66702A** **1 credit**
Recommended for grade 10

This course is designed for students interested in a study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, mathematics, psychology, and technical writing are reinforced in this course.

SPORTS AND ENTERTAINMENT MARKETING II* **66712A** **1 credit**
Prerequisite(s): Sports And Entertainment Marketing I
Recommended for grade 11

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: Business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. This course is included as a capstone (*) course in the Business Technologies Pathway only.

MARKETING ADVANCED STUDIES***6692A****1 credit**

Prerequisite(s): Three technical credits in Marketing Education, including a capstone course
 Recommended for grade 12

This course is a three-phased culminating exit course for seniors that are career-focused. The three components of the program include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. This course is included as a capstone (*) course in the Business Technologies Pathway only.

TECHNOLOGY EDUCATION**COMMUNICATION SYSTEMS*****81252C****1 credit**

Prerequisite(s): Fundamentals of Technology

Students develop detailed and integrated communications projects using electronics concepts, theory, and equipment. Practices on research, testing, and project development are studied as students use a variety of communications devices. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

FUNDAMENTALS OF TECHNOLOGY**81102C****1 credit**

This course provides hands-on experiences in principles and processes of technology and develops a foundation for students interested in any technical field of study. Major emphases are problem solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts.

MANUFACTURING SYSTEMS***81152D****1 credit**

Prerequisite(s): Fundamentals of Technology

Students study major concepts and principles of past and present manufacturing systems. Working individually and in teams, students design products, develop and conduct market surveys, and produce products using contemporary manufacturing methods. This course is designed for students interested in product design, creative problem solving, creation of prototypes, computer-assisted design, and manufacturing. This course incorporates the use of woodworking activities to teach manufacturing concepts. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

PRINCIPLES OF TECHNOLOGY I**80112B****1 credit**

Recommended prerequisite(s): Algebra I and Fundamentals of Technology

A physical science or an elective credit, PT-I leads students through concepts and principles such as force, work, rate, resistance, energy, and power as they each relate to four energy systems: mechanical, fluid, electrical, and thermal. Based on an appealing curriculum of experiments, videotapes, text, teacher demonstrations, and hands-on experiments, this applied physics course focuses on the fundamental interrelationships of systems at work in our modern-day technologies. This course is designed for future technicians, consumers, and scientists alike.

PRINCIPLES OF TECHNOLOGY II (HONORS)***80125A****1 credit (HN)**

Prerequisite(s): Principles of Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Technology Education. Successful completion of this course gives a credit in physics, physical science, or an elective. PT-II continues the lab-based focus of PT-I and adds the study of force transformers, momentum, wave and vibration, radiation, optical systems, and time constants. Emphasizing principles rather than specific skills, the course provides an understanding of the associated math and a foundation for pursuing one of numerous technical careers. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

NOTE: Principles of Technology I or Principles of Technology II can count as the undesignated third science credit required for graduation under these conditions:

- a. PT-I can count as a science elective, a physical science credit, or as Physical Science. Physical Science would be subject to the End-of-Course test.
- b. PT-II can count as a science elective, a physical science credit, or as Physics. Physics would be subject to the End-of-Course test.

Successful completion of Principles of Technology I and II satisfies the physical science requirement for admission into the UNC system.

SCIENTIFIC AND TECHNICAL VISUALIZATION I**80062A****1 credit**

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

SCIENTIFIC AND TECHNICAL VISUALIZATION II (HONORS)* **80075A** **1 credit (HN)**
Prerequisite(s): Scientific and Technical Visualization I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Technology Education. This course provides students with advanced skills in the use of complex visualization tools for the study of math and/or sciences concepts. Students design and develop increasingly complex data and concept driven visualization models. Focusing on scientific and technical concepts, students learn how to communicate and analyze phenomena using statistical graphic and conceptual visualization computer applications. Communication, computer, technical, mathematics, and science skills are reinforced in this course. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

STRUCTURAL SYSTEMS* **81412C** **1 credit**
Prerequisite(s): Fundamentals of Technology

This course is designed to introduce students to classical and contemporary elements, principles, and processes of structural systems. Architectural and engineering subjects are studied through research, design, project development, and assessment. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

TECHNOLOGY ADVANCED STUDIES* **80052B** **1 credit**
Prerequisite(s): Fundamentals of Technology and two other technical credits in Technology Education with one being a capstone (*) course.

This course provides students the opportunity to use the knowledge, skills, and insights gained from previous Career – Technical Education and academic courses. Students work on an individual or small group project under the guidance of a technology teacher with input and involvement from other Career – Technical Education and/or academic teachers. Topics may be technological, mathematical, or scientific in nature or deal with social sciences or fine arts. Students investigate technological concepts and apply the tools of technology to better understand other fields of study. The teacher must approve the topic of study. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

TRANSPORTATION SYSTEMS* **81262A** **1 credit**
Prerequisite(s): Fundamentals of Technology

This course is designed to introduce students to land, water, air, and space transportation through experimentation and model making. Emphasis is placed on defining problems and designing, constructing, and testing prototypes. Activities are structured to integrate the physical sciences and mathematics. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

THE FOLLOWING FIVE COURSES CAN BE OFFERED IN THREE CTE PROGRAM AREAS: BUSINESS EDUCATION, TECHNOLOGY EDUCATION, AND TRADE AND INDUSTRIAL EDUCATION

NETWORKING I **63412B/79802E** **1 credit**
Recommended for grade 10-12

This course provides a broad-based foundation in engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

NETWORK ENGINEERING TECHNOLOGY I **74092P** **1 credit**

Prerequisite(s): None, but Networking I is recommended

This course introduces the fundamental principles of networks and their operation by using CISCO CCNA Discovery 1 and Discovery 2 curriculum. The Cisco CCNA® Discovery curriculum provides foundational networking knowledge, practical experience, opportunities for career exploration, and soft-skills development to help students prepare for entry-level careers in IT and networking. The curriculum offers a hands-on approach to learning, and uses interactive tools and easy-to-follow labs to help students learn the general theory needed to build networks. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

NETWORK ENGINEERING TECHNOLOGY II (HONORS)* **79815A** **1 credit (HN)**
Prerequisite(s): Network Engineering Technology I

This course begins with certification preparation for the Certified Cisco Entry Network Technician (CCENT) exam. The materials needed to successfully pass this certification were covered in Network Engineering Technology I (7409). The bulk of this course will cover CISCO CCNA

Exploration 2 curriculum. CCNA Exploration offers in-depth theory, challenging labs, and a detailed overview of protocol operations. It is designed for students with advanced problem-solving and analytical skills, such as degree candidates in engineering, math, or science, or for working professionals who would like to advance their careers or gain certification. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

COMPUTER ENGINEERING TECHNOLOGY I **79912A** **1 credit**

Computer Engineering Technology I (CET I) introduces basic skills and safety procedures required to become an A+ Certified computer technician. Emphasis is on skills needed to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems. This course focuses on the CompTIA A+ Core Hardware exam objectives.

COMPUTER ENGINEERING TECHNOLOGY II (HONORS)* **79925A** **1 credit (HN)**
Prerequisite(s): Computer Engineering Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement. Computer Engineering Technology II (CET II) offers advanced hands-on training and theory to enhance skills introduced in CET I. New topics include printers, portable systems, networks, Internet, and customer interaction. Course content follows industry guidelines for A+ Certification. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

TRADE AND INDUSTRIAL EDUCATION

AEROSPACE I **75312A** **1 credit**

Instruction is provided in the various phases of aircraft technology including aircraft components, aerodynamics, airport operations, aircraft systems, aviation weather, flight physiology, the nature of space, rocketry, space transportation systems, and career opportunities. Special emphasis is placed on building flight vehicles to enhance the academic instruction. Flight simulation is also an integral part of the aerospace courses. Airplane flight is not a part of the aerospace courses.

AEROSPACE II* **75322A** **1 credit**
Prerequisite(s): Aerospace I **75322B** **2 credits**

Instruction is provided in various phases of advanced aircraft technology including advanced aerodynamics, aircraft design, instrument/commercial pilot operations, advanced rocketry, radio-controlled glider construction and flight testing, and flight simulations in high performance airplanes. Airplane flight is not a part of the aerospace courses. This course is included as a capstone (*) course in the Transport Systems Technologies Pathway only.

AEROSPACE III **75332B** **1 credit**
Prerequisite(s): Aerospace II **75332A** **2 credits**

This course provides a more in-depth study of the subject matter covered in Aerospace II. The building of advanced flight vehicles is an integral part of the course. Students also develop skills on the flight simulators that are at the Airline Transport Pilot level. Airplane flight is not a part of the aerospace courses.

AUTOMOTIVE SERVICE TECHNOLOGY I **75112A** **1 credit**
Recommended prerequisite(s): Algebra I

This course introduces job opportunities in the automotive repair industry. Specific instruction is given in precision measuring, internal combustion engine theory, automotive servicing, preventive maintenance, brake repair, electrical system troubleshooting, and the proper use of test equipment. Additional instruction is given in work safety and leadership development. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is a prerequisite course for either Auto Tech II or Collision Repair II.

AUTOMOTIVE SERVICE TECHNOLOGY II* **75122C** **2 credits**
Prerequisite(s): Automotive Service Technology I

Specific instruction is given in troubleshooting, automotive preventive maintenance, brakes, and electrical systems. Additional instruction is given in leadership development and employability skills. Course content prepares students for Automotive Service Excellence (ASE) technician certification at a subsequent time. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Transport Systems Technologies Pathway only.

AUTOMOTIVE SERVICE TECHNOLOGY III **75132B** **2 credits**
Prerequisite(s): Automotive Service Technology II

This course emphasizes further development of leadership, safety, problem solving, and planning skills and knowledge introduced in the previous courses with emphasis on troubleshooting, advanced brakes, advanced electrical, and use/interpretation of technical data. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

COLLISION REPAIR TECHNOLOGY I **75212A** **1 credit**

This course provides a basic introduction to collision repair work and the technical aspects of the collision repair industry. Topics include safety, hand tools and equipment, painting and refinishing, welding, cutting, and panel repair. Skills in mathematics, science, reading, leadership, business, and problem solving are reinforced. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

COLLISION REPAIR TECHNOLOGY II* **75222A** **2 credits**
Prerequisite(s): Collision Repair Technology I

This course emphasizes improving the various skills relating to frame alignment, metal bumping and finishing, priming, painting and drying, cost estimating, and the correct business and accounting procedures required in the operation of an auto body shop. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Transport Systems Technologies Pathway only.

CONSTRUCTION TECHNOLOGY I **77212D** **1 credit**

This course provides basic introduction to construction work. Topics include safety, measurement, and the identification, selection, selection, and use of tools, equipment, lumber, materials, and fasteners. Leadership, career development, thinking and reasoning, and mathematics, are skills reinforced. Safe work practices are developed as students construct both residential and commercial structures. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

CONSTRUCTION TECHNOLOGY II* **77222A** **2 credits**
Prerequisite(s): Construction Technology I
Recommended Prerequisite (s): Geometry

This course emphasizes advanced aspects of carpentry. Topics include plans, framing, footings, foundations, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills reinforced in this course consist of measurement, leadership, safety, mathematics, and problem solving. Instruction is given in cutting and placing interior and exterior covering employing a variety of materials and patterns. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Construction Technologies Pathway only.

CONSTRUCTION TECHNOLOGY III **77232C** **2 credits**
Prerequisite(s): Construction Technology II

This course emphasizes all aspects of carpentry, including planning, management, finance, sales, labor, technology, community, environment, health, and safety. Topics include estimating, leveling instrumentation, forms, special framing, finishing, cabinets, built-ins, and metal studs. Skills reinforced in this course consist of technical subjects, production, leadership, safety, problem solving, reading, and mathematics. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

DIGITAL MEDIA I **79352A** **1 credit**

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

DIGITAL MEDIA II* **79362A** **1 credit**
Prerequisite(s): Digital Media I

This course provides students more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media and commercial and emerging, web-based interactive media. Project planning, design, and development prepare students for entry into various IT and communication industries. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

DRAFTING I **79212D** **1 credit**

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

DRAFTING II – ARCHITECTURE (HONORS)* **79625A** **1 credit (HN)**
Prerequisite(s): Drafting I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Construction Technologies Pathway only.

DRAFTING III – ARCHITECTURE (HONORS) **79635C** **1 credit (HN)**
 Prerequisite(s): Drafting II – Architectural
 Recommended Prerequisite(s): Geometry

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

DRAFTING II – ENGINEERING (HONORS)* **79725A** **1 credit (HN)**
 Prerequisite(s): Drafting I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course focuses on engineering graphics related subjects introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wire frame models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

DRAFTING III – ENGINEERING (HONORS) **79735A** **1 credit (HN)**
 Prerequisite(s): Drafting II , Engineering
 Recommended Prerequisite(s): Geometry

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course introduces the student to advanced engineering concepts. Using CAD tools, topics studied include descriptive geometry, geometric tolerance, and advanced engineering design concepts such as surface and solid modeling. Science and mathematic concepts are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

ELECTRONICS I **76312A** **1 credit**
 Recommended prerequisite(s): Algebra I

This course covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, measuring electricity, Ohm’s/Watt’s/Kirchoff’s Laws, power, and circuits. Leadership skills, science, thinking skills, and principles of technology are reinforced.

ELECTRONICS II (HONORS)* **76325A** **1 credit (HN)**
76325B **2 credits (HN)**
 Prerequisite(s): Electronics I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course covers advanced electronic practices and principles, special equipment and materials, and employment opportunities. Topics include safety, alternating currents, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Skills in leadership, safety, mathematics, reading, problem solving, tools, and using test equipment are reinforced. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

FURNITURE AND CABINETMAKING I **76212A** **1 credit**
 Recommended prerequisite(s): Geometry

This course introduces career information, employment opportunities, and skills for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, bonds and fasteners. Skills in mathematics, reading, leadership, safety, and problem solving are reinforced in this course. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

FURNITURE AND CABINETMAKING II* **76222B** **1 credits**
76222A **2 credits**
 Prerequisite(s): Furniture and Cabinetmaking I

This course develops advanced knowledge including construction principles as applied to mass production and development of specific skills in areas such as the construction and installation of cabinet drawers and doors. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Construction Technologies Pathway only.

MASONRY I **77112A** **1 credit**

This course includes the nature of masonry technology, materials and supplies required, related skills, and employment opportunities. Specific instruction is given in safety practices, layout skills, tool usage, leveling, plumbing, use of straightedge, and jointing brick and block in wall construction, corners, piers, and pilasters. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

MASONRY II* **77122C** **2 credits**
Prerequisite(s): Masonry I
Recommended Prerequisite(s): Geometry

This course includes estimating, blueprint reading, understanding building codes, and the application of skills and safe practices in constructing walls, corners, arches, steps, walks, and similar structures using a variety of bonds and materials. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Construction Technologies Pathway only.

MASONRY III **77132B** **2 credits**
Prerequisite(s): Masonry II

Refinement of masonry skills is accomplished through layout and construction of footings, brick and block foundation walls, chimneys and fireplaces, arches, and outdoor structures. Other topics are glazed and prefaced units, modular coordination, prefabrication, new practices in masonry construction, and job management practices. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

PRINTING GRAPHICS I **79112A** **1 credit**

This is an introduction to the nature of and the employment opportunities in the field of graphics with specific instruction in copy layout. Topics include desktop publishing, composition, photography, plate making, bindery, job planning, and reproduction. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

PRINTING GRAPHICS II* **79122B** **2 credits**
Prerequisite(s): Printing Graphics I
Recommended Prerequisite(s): Geometry I and Art I

Advanced instruction is given in computer graphics communications with emphasis on hands-on skill development through an entire project from job planning and presentation to printing, bindery, and distribution. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

and sound equipment as well as a special effects generator. This course may be taken for 1 or 2 credits. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

SCIENTIFIC AND TECHNICAL VISUALIZATION I **79012C** **1 credit**

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

SCIENTIFIC AND TECHNICAL VISUALIZATION II (HONORS)* **79025A** **1 credit (HN)**
Prerequisite(s): Scientific and Technical Visualization I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Trade and Industrial Education. This course provides students with advanced skills in the use of complex visualization tools for the study of math and/or sciences concepts. Students design and develop increasingly complex data and concept driven visualization models. Focusing on scientific and technical concepts, students learn how to communicate and analyze phenomena using statistical graphic and conceptual visualization computer applications. Communication, computer, technical, mathematics, and science skills are reinforced in this course. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

TRADE AND INDUSTRIAL ADVANCED STUDIES * **79992A** **1 credit**
Prerequisite(s): Three technical credits in Trade & Industrial Education with one being a capstone (*) course.

This culminating, career-focused course includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Industrial Technologies, and Transport Systems Technologies pathways only.

TRADE AND INDUSTRIAL COOPERATIVE TRAINING I**78216A****2 credits**

This course combines classroom instruction with skilled on-the-job training in the area of communication, construction, manufacturing, transportation, and related trade areas. The primary objective is to develop marketable skills that enable the student to secure full time employment after graduation, or pursue advanced education and/or training related to those skills. Skills practiced in class are both generic skills related to general job expectations as well as skills specific to the job. Specific job skill needs are identified through consultation with the student's employer. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

TRADE AND INDUSTRIAL COOPERATIVE TRAINING II***78226B****2 credits**

Prerequisite(s): Trade and Industrial Cooperative Training I

This course is a continuation of Trade and Industrial Workforce Development I and provides additional technical information related to the student's on-the-job training. A training plan, developed for each student in the level I course, teaches advanced skills during the second year of on-the-job training. As in the level I course, classroom instruction provides more technical information and skills needed by the student when on the job. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Industrial Technologies Pathway only.

THE FOLLOWING FIVE COURSES CAN BE OFFERED IN THREE CTE PROGRAM AREAS: BUSINESS EDUCATION, TECHNOLOGY EDUCATION, AND TRADE AND INDUSTRIAL EDUCATION

NETWORKING I**63412B/79802E****1 credit**

Recommended for grade 10-12

This course provides a broad-based foundation in engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

NETWORK ENGINEERING TECHNOLOGY I**74092P****1 credit**

Prerequisite(s): None, but Networking I is recommended

This course introduces the fundamental principles of networks and their operation by using CISCO CCNA Discovery 1 and Discovery 2 curriculum. The Cisco CCNA® Discovery curriculum provides foundational networking knowledge, practical experience, opportunities for career exploration, and soft-skills development to help students prepare for entry-level careers in IT and networking. The curriculum offers a hands-on approach to learning, and uses interactive tools and easy-to-follow labs to help students learn the general theory needed to build networks. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

NETWORK ENGINEERING TECHNOLOGY II (HONORS)***79815A****1 credit (HN)**

Prerequisite(s): Network Engineering Technology I

This course begins with certification preparation for the Certified Cisco Entry Network Technician (CCENT) exam. The materials needed to successfully pass this certification were covered in Network Engineering Technology I (7409). The bulk of this course will cover CISCO CCNA Exploration 2 curriculum. CCNA Exploration offers in-depth theory, challenging labs, and a detailed overview of protocol operations. It is designed for students with advanced problem-solving and analytical skills, such as degree candidates in engineering, math, or science, or for working professionals who would like to advance their careers or gain certification. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

COMPUTER ENGINEERING TECHNOLOGY I**79912A****1 credit**

Computer Engineering Technology I (CET I) introduces basic skills and safety procedures required to become an A+ Certified computer technician. Emphasis is on skills needed to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems this course focuses on the CompTIA A+ Core Hardware exam objectives.

COMPUTER ENGINEERING TECHNOLOGY II (HONORS)***79925A****1 credit (HN)**

Prerequisite(s): Computer Engineering Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement. Computer Engineering Technology II (CET II) offers advanced hands-on training and theory to enhance skills introduced in CET I. New topics include printers, portable systems, networks, Internet, and customer interaction. Course content follows industry guidelines for A+ Certification. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only

CAREER AND TECHNICAL EDUCATION SERVICES FOR SPECIAL POPULATION STUDENTS

Identified special population students who are enrolled in a Career and Technical Education course are eligible to receive individualized assistance in these courses. Students may be referred by their Career and Technical Education teacher.

WORK-BASED LEARNING

Work-based learning experiences combine structured instruction and career mentoring. Students who participate in work-based learning are better prepared to be career focused and globally competitive. The range of work-based learning experiences and real work experiences available can be illustrated as a spectrum from limited career exploration to in-depth work assignments. These experiences include:

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

Work-based learning experiences provide an integration of core and technical instruction, which enhances the overall curriculum, increases learning, promotes instructional vigor, and meets the educational needs of all students.

INTERNSHIP PROGRAM

The intent of the Internship Program is to add vitality to the instructional program by connecting classroom learning with career application. A student must complete 90 hours (1/2 credit) or 180 hours (1 credit) of a work-based experience. Following are the available program area internships:

AGRICULTURAL EDUCATION INTERNSHIP	68982A	1 credit
BUSINESS EDUCATION INTERNSHIP	65982A	1 credit
FAMILY AND CONSUMER SCIENCES EDUCATION INTERNSHIP	71982A	1 credit
HEALTH OCCUPATIONS EDUCATION INTERNSHIP	72982A	1 credit
MARKETING EDUCATION INTERNSHIP	66982A	1 credit
TECHNOLOGY EDUCATION INTERNSHIP	81982A	1 credit
TRADE AND INDUSTRIAL EDUCATION INTERNSHIP	79982A	1 credit
OTHER PROGRAM AREA INTERNSHIPS	95622B	1/2 credit
	95622A	1 credit

COOPERATIVE EDUCATION PROGRAM

Cooperative education is a method of instruction in which CTE instruction is combined with paid employment that is directly related to classroom instruction. The classroom component and the work component occur simultaneously. A student must complete 180 hours in a work-based experience. Credit is given after successful completion of both components. These cooperative programs must be tied to a specific CTE course with the permission from the teacher. The following are available through the cooperative education method:

AGRICULTURAL EDUCATION COOPERATIVE	68976A	1 credit
BUSINESS EDUCATION COOPERATIVE	65976A	1 credit
FAMILY AND CONSUMER SCIENCES EDUCATION COOPERATIVE	71976A	1 credit
MARKETING EDUCATION COOPERATIVE	66976A	1 credit
TRADE AND INDUSTRIAL EDUCATION COOPERATIVE	79976A	1 credit

APPRENTICESHIP PROGRAM

The high school apprenticeship program integrates academic instruction, structured technical training, and paid on-the-job experience. A student must be at least 16 years of age and complete 180 hours in a certified work-based learning experience to receive one course credit. Career and Technical Education apprenticeships are considered capstone courses in their respective career pathways. Following are the CTE program area apprenticeships:

AGRICULTURAL EDUCATION APPRENTICESHIP*	68962A	1 credit
BUSINESS EDUCATION APPRENTICESHIP*	65962A	1 credit
FAMILY AND CONSUMER SCIENCES EDUCATION APPRENTICESHIP*	71962A	1 credit
HEALTH OCCUPATIONS EDUCATION APPRENTICESHIP*	72962A	1 credit
MARKETING EDUCATION APPRENTICESHIP*	66962A	1 credit
TECHNOLOGY EDUCATION APPRENTICESHIP*	81962A	1 credit
TRADE AND INDUSTRIAL EDUCATION APPRENTICESHIP* (LEVEL I)	79962A	1 credit
TRADE AND INDUSTRIAL EDUCATION APPRENTICESHIP* (LEVEL II)	79962B	1 credit

COMPUTER EDUCATION COURSES

Previous performance in Computer Education Courses and teacher recommendation should be considered in course selection.

COMPUTER SCIENCE I/II	25012Z	1 credit
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Recommended prerequisite(s): Geometry or Algebra I with teacher recommendation

Students are introduced to the fundamental concepts of computer science and programming. General computer science topics include data types and variables, input/output procedures, loop structures, string manipulation and modular programming techniques. Although this is an entry-level course in the computer science sequence, a thorough understanding of the mathematical concepts in Algebra I is required to master the material.

COMPUTER SCIENCE III/IV	25012M	1 credit
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Recommended prerequisite(s): Computer Science I/II

This course continues to build on the study of advanced programming topics. Advanced algorithms for sorting and searching, structured record variables, sets, and recursive programming techniques are covered. Advanced work with structured record files, database-programming techniques, dynamic variable, and stack and queue structures is emphasized in this course.

ADVANCED PLACEMENT COMPUTER SCIENCE A	25087A	1 credit (AP)
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Recommended prerequisite(s): Computer Science III/IV or teacher recommendation

This course is specifically designed to prepare students for the Advanced Placement test in Computer Science A. Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes an introduction to data structures and abstraction. Students enrolled in this course are expected to take the College Board Advanced Placement Test.

ADVANCED PLACEMENT COMPUTER SCIENCE AB	25127A	1 credit (AP)
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Recommended prerequisite(s): Computer Science III/IV or teacher recommendation

This course is specifically designed to prepare students for the Advanced Placement test in Computer Science AB. Computer Science AB reviews all the topics of Computer Science A, including a more formal and a more in-depth study of algorithms, data structures, and data abstraction. The use of recursive data structures and dynamically allocated structures is fundamental to this course. Students enrolled in this course are expected to take the College Board Advanced Placement Test.

Note: Both AP Computer Science Examinations require knowledge of the programming language Java. The examinations do not cover all of the features of Java; however, those sections of the examination that require the reading or writing of actual programs use Java rather than C++.

ENGLISH LANGUAGE ARTS COURSES

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

REQUIRED COURSES

ENGLISH I	10212E	1 credit
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This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on comprehension and expressive writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills. The final exam is the North Carolina English I End-of-Course Test.

ENGLISH I (HONORS)	10215C	1 credit (HN)
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This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. The final exam is the North Carolina English I End-of-Course Test.

ENGLISH II	10222D	1 credit
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This academic world literature course is designed for the student who aspires to post-secondary college or vocational experience. This class focuses on comprehension and informational writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH II (HONORS)	10225D	1 credit (HN)
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This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected **world** literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ENGLISH III	10232B	1 credit
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This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading comprehension and critical writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH III (HONORS)	10235E	1 credit (HN)
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This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

ADVANCED PLACEMENT ENGLISH III	10337A (graduation)	1 credit (AP)
LANGUAGE AND COMPOSITION LANGUAGE	10357A (elective)	1 credit (AP)

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

ENGLISH IV	10242D	1 credit
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This academic British literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading comprehension and argumentative writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH IV (HONORS)**10245A****1 credit (HN)**

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed.

**ADVANCED PLACEMENT ENGLISH IV -
LITERATURE AND COMPOSITION****10347A (graduation)
10367A (elective)****1 credit (AP)
1 credit (AP)**

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

REQUIRED COURSE OPTIONS**THE PAIDEIA PROGRAM**

9th 10212L	10th 10222M	11th 10232E	12th 10242G	1 credit
10215M (HN)	10225K (HN)	10235B (HN)	10245F (HN)	1 credit

The Paideia Program, an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal*, encourages students to think across subject areas and curriculum boundaries. These courses develop students' critical and analytical thinking skills. Great classics, modern works of literature, and original documents are studied within the appropriate historical framework. Teachers use traditional didactic means, weekly seminars, and supervised practice referred to as coaching. The Paideia Program is a two-credit course that covers the English requirements at each grade level. It also covers the social studies requirements at grades 9-11 and the elective program at grade 12. Students must also register for the corresponding Paideia social studies course.

ELECTIVE COURSES ENGLISH**ADVANCED RESEARCH****10252K****1 credit**

Recommended prerequisite(s): English I and II

This course is designed for the college-bound student. Focusing on one major extended research project, students do web based research including evaluations of the sources for accuracy and validity. Students learn research techniques used in college. Both MLA and APA documentation are introduced.

AFRICAN-AMERICAN LITERATURE**10272Q****1 credit**

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

COMPETENCY INTERVENTION – READING**10061E****1 credit**

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 (Competency). This course coaches students in reading skills, thinking skills, and test-taking skills with the goals of becoming proficient on the competency test and better readers in English I and English II. The course is also open to students who need additional assistance in making the transition from middle school language arts to high school English.

CREATIVE WRITING I**10252D****1 credit**

The 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.

CREATIVE WRITING II Recommended prerequisite(s): Creative Writing I	10252H	1 credit
In this course, students research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication.		
CULTURAL MEDIA LITERACY	10282D	1 credit
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.		
THE HUMAN EXPERIENCE	10295I	1 credit
This literature-based course is intended for those students interested in exploring different aspects of the human experience. Divided into five units, the course explores how, through literature, we approach and define our understanding of what it means to be human. By exploring how literature and other forms of writing approach art, history, philosophy, and religion, students will gain a better understanding of the human experience.		
INTEGRATED READING Corequisite: English I	10272V	1 credit
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.		
INTRODUCTION TO HIGH SCHOOL WRITING Recommended for grade 9	10252B	1 credit
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.		
INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA	10312B	1 credit
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.		
NEWSPAPER I Recommended prerequisite(s): Application and teacher recommendation	10312J	1 credit
This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.		
NEWSPAPER II Recommended prerequisite(s): Newspaper I, application, and teacher recommendation	10322C	1 credit
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.		
NEWSPAPER II (HONORS) Recommended prerequisite(s): Newspaper I, application, and teacher recommendation	10325A	1 credit (HN)
This honors level course allows junior- and senior-level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit are required to fill an editor's position or take a leadership role on the publication staff. They participate in the construction and publication of the school newspaper and master additional editorial and technological skills. Editorial skills include planning an entire issue, copy editing, and completing portfolios of their work. The technological skills include mastering advanced layout and design of desktop publishing and mastering digital imagery and photo placement. Students may receive honors credit in Newspaper II Honors one time only.		
NEWSPAPER III Recommended prerequisite(s): Newspaper I and II and teacher recommendation	10292H	1 credit
Students who have completed Newspaper I and II and who desire to refine skills in writing, editing, imaging, finance, and printing may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.		
NEWSPAPER III (HONORS) Recommended prerequisite(s): Newspaper I, Newspaper II (Honors), and teacher recommendation	10295B	1 credit (HN)
This honors level course provides advanced journalism students the opportunity to expand their portfolios (begun in Newspaper II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the publication staff. In addition, they refine writing, editing, imaging, finance, and printing skills. Students may receive honors credit in Newspaper III Honors one time only.		

PHOTOJOURNALISM **10312L** **1 credit**

Photojournalism is a course in black and white photography designed to teach students the importance of photographs in news publications. Student photographers learn to operate a 35mm camera, light meter, and related accessories; and they study basic photography and darkroom techniques.

SAT VERBAL/MATH PREPARATION **95102A** **1 credit**

This course helps students prepare to take the verbal and math portions of the Scholastic Aptitude Test. Verbal preparation focuses on reading comprehension, vocabulary development, critical thinking, and analogies. Math preparation focuses on arithmetic, algebra, and geometry skills to answer the high-level questions that appear on the test. This course does not replace core English or math courses.

SHAKESPEARE **10272D** **1 credit**

In this course, students enlarge and expand their knowledge of Shakespeare's plays by studying selected histories, comedies, and tragedies. Students also learn about the classical origins of Shakespeare's work, his influence on Western literature and culture, and relevant contemporary criticism of his dramas.

SHAKESPEARE (HONORS) **10275N** **1 credit (HN)**

Recommended prerequisite(s): English I and II

This honors level course provides students the opportunity to expand their knowledge of Shakespeare's plays through in-depth study and analysis of selected Shakespearean histories, comedies, and tragedies. Students also research the classical origins of Shakespearean works, Shakespeare's influences on Western literature and culture, and relevant contemporary criticism of his dramas.

SPEECH I **10142A** **1 credit**

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.

SPEECH II **101 52B** **1 credit**

Recommended prerequisite(s): Speech I and teacher recommendation

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.

STRUCTURED WRITING **10252J** **1 credit**

Recommended for grade 10

This course is designed for students who need additional instruction in the writing process. Students work with focusing on the main idea, organization, support and elaboration, style, and grammar/conventions. Students who need specific writing instruction and conferencing before the Tenth Grade Writing Assessment, as well as students who experience difficulty in writing during English I, or II should take this course.

STUDY SKILLS **95502E** **1 credit**

The purpose of this course is to help students improve organizational skills and to offer guidelines for building better study habits and test-taking practices. Students develop skills in note-taking, outlining, skimming, scanning, paraphrasing, and selecting appropriate reading rates for various kinds of material. They learn to extract and interpret information from maps, globes, charts, diagrams, graphs, and tables. Through skillful time management, clear communication, effective work habits, and enhanced self-confidence, students acquire skills that help them to become motivated, independent learners.

TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE **10272M** **1 credit**

This survey course on the development and changing visions of Young Adult Literature from 1969 to the present 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.

TWENTIETH CENTURY CLASSICS **10275U (H)** **1 credit**

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.

WORLD LITERATURE **10272N** **1 credit**

This course presents the best of world literature excluding British and American writers. Through selective reading, students examine the philosophies and relationships of ancient and modern man. Critical reading, oral discussion, and expository writing are the major emphases.

YEARBOOK I **10312A** **1 credit**

Recommended prerequisite(s): Application and teacher recommendation

The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.

YEARBOOK II **10322H** **1 credit**

Recommended prerequisite(s): Yearbook I, application, and teacher recommendation

The second-level yearbook course is designed to help students refine their skills in copywriting, proofing, photography, and layout planning. Students deepen their understanding of advertising.

YEARBOOK II (HONORS) **10325F** **1 credit (HN)**

Recommended prerequisite(s): Yearbook I and teacher recommendation

This honors course is for junior- and senior-level publication staff members. Students are required to fill an editor's position or take a leadership role on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students may receive honors credit in Yearbook II Honors one time only.

YEARBOOK III **10292K** **1 credit**

Recommended prerequisite(s): Yearbook I and II and teacher recommendation

Students who have completed Newspaper I and II and who desire to refine skills in planning, layout, and technology may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.

YEARBOOK III (HONORS) **10295C** **1 credit (HN)**

Recommended prerequisite(s): Yearbook I, Yearbook II Honors and teacher recommendation

This honors level course provides journalism students the opportunity to expand their portfolios (begun in Yearbook II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the yearbook staff. In addition, they increase technological skills and refine writing skills. Students may receive honors credit in Yearbook III Honors one time only.



ENGLISH AS A SECOND LANGUAGE COURSES

Previous performance in English as a Second Language courses and teacher recommendation should be considered in course selection.

English as a Second Language (ESL) is a **optional** service currently (as of 11/23/05) located at Apex, Athens Drive, Broughton, Cary, East Wake, Garner, Green Hope, Knightdale, Leesville, Middle Creek, Millbrook, Sanderson, and Wakefield High Schools. These programs are available to qualifying limited English proficient students. The two components of the ESL program at the high school level are: (1) English language classes, designed to get the student proficient in the English language as quickly as possible, and (2) ESL tutoring, designed to provide assistance with the student's academic courses.

Questions concerning ESL should be directed to the ESL office at 919-850-8966.

ESL IA: APPLIED ENGLISH AS A SECOND LANGUAGE **10382L** **1 credit**

This course is for students who have little or no understanding of English. Its goal is to prepare these students academically and socially for participation in high school. Lessons progress from alphabet writing and phonics to writing and speaking simple sentences, with an emphasis on classroom procedure.

ESL I: ENGLISH AS A SECOND LANGUAGE **10382K** **1 credit**

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

ESL II: ENGLISH AS A SECOND LANGUAGE **10382P** **1 credit**

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

ESL III: ENGLISH AS A SECOND LANGUAGE **10382Q** **1 credit**

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

ESL IV: ENGLISH AS A SECOND LANGUAGE and SAT Prep **10382S** **1 credit**

This course places a greater emphasis on vocabulary extension, reading comprehension, and idiomatic expressions. The course may also focus on preparing the Advanced ESL student for college admittance including more rigorous vocabulary, formal writing development skills. SAT test taking skills necessary for achieving optimal results on the SAT verbal examination will also be taught.

ESL RESOURCE TUTORING **10382C** **1 credit**

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

ESL ACADEMY 1 **10382A** **2 credits**

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level.

ESL ACADEMY 2 **10382B** **2 credits**

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level.

HEALTHFUL LIVING COURSES

The completion of Healthful Living I is a North Carolina high school graduation requirement. This course consists of the required ninth grade healthful living goals and objectives as found in the North Carolina Healthful Living Education Standard Course of Study. After completing Healthful Living I, students are encouraged to pursue other Healthful Living electives.

REQUIRED COURSE

HEALTHFUL LIVING I **90112A** **1 credit**

Physical education components include personal fitness (cardiovascular and muscular strength/endurance), nutrition and weight management, lifetime sports activities (e.g., golf, tennis, aerobic dance) and team sports (e.g., soccer, basketball, and team handball). Health components include the study of assessing one's own health, stress reduction, decision-making, substance abuse, conflict resolution, abstinence until marriage, STDs/AIDS, and developing healthy relationships. Completion of this course is required to meet the North Carolina High School graduation requirements. The nature of health education often includes the discussion of sensitive topics. In these situations teachers are trained for appropriate and accurate content as well as proper teaching methods. Parents may request that their child be excluded from certain health topics due to religious/personal beliefs by contacting the school principal. These students are given an alternative health assignment.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

TUMBLING AND GYMNASTICS **90172W** **1 credit**

Recommended prerequisite(s): Healthful Living I

This is a course in which the student develops strength, coordination, and flexibility through gymnastic activities. Basic skills are taught in four event areas: balance beam, bars, floor exercise, and vault. Emphasis is placed on safety in tumbling.

PERSONAL FITNESS THROUGH DANCE **90132E** **1 credit**

Recommended prerequisite(s): Healthful Living I

This course focuses on teaching students dance as a method to achieve cardiovascular enhancing effects.

It provides instruction in a variety of dances, including line dancing, country line dancing, square dancing, folk dancing, clogging, club dancing, and contemporary dancing.

ADVENTURE EDUCATION **901527** **1 credit**

Recommended prerequisite(s): Healthful Living I

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

PERSONAL FITNESS I **90152T** **1 credit**

Recommended prerequisite(s): Healthful Living I

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

PERSONAL FITNESS II **901529** **1 credit**

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

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

WEIGHT TRAINING AND CONDITIONING I **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.

WEIGHT TRAINING AND CONDITIONING II **90152B** **1 credit**

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

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

WEIGHT TRAINING AND CONDITIONING III **90152C** **1 credit**

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

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

TEAM SPORTS I **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, McWhippet, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

TEAM SPORTS II **901524** **1 credit**

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

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

LIFETIME SPORTS I **90152K** **1 credit**

Recommended prerequisite(s): Healthful Living I

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

LIFETIME SPORTS II **901523** **1 credit**

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

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

HEALTH & SCIENCE-BASED ELECTIVE COURSES

PERSONAL HEALTH & FITNESS **90132C** **1 credit**

Recommended prerequisite(s): Healthful Living I

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

COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE **90132R** **1 credit**

Recommended prerequisite(s): Healthful Living I

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

SPORTS MEDICINE I **90172G** **1 credit**

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

Recommended for grades 11 and 12.

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

SPORTS MEDICINE II **90172C** **1 credit**
Recommended prerequisite(s): Sports Medicine I and sponsoring teacher recommendation
Recommended for grades 11 and 12.

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

SPORTS MEDICINE III **90172K** **1 credit**
Recommended prerequisite(s): Sports Medicine II and sponsoring teacher recommendation
Recommended for grades 11 and 12.

This course is designed to give a sports medicine student assistant a detailed examination of the field of athletic training through the integration of information presented in Sports Medicine I and II along with seminar exposures with orthopedic surgeons, physical therapists, and the like. The primary focus includes but is not limited to the following topics: an in-depth look at mechanisms and characteristics of sports trauma, a detailed analysis of tissue's response to injury, refining the injury assessment/evaluation procedure, human anatomy, exercise physiology, biomechanics, kinesiology, using therapeutic modalities in athletic training, designing rehabilitation protocols for athletic injuries, injury recording, advanced taping techniques, and athletic medical information maintenance. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE IV **90172L** **1 credit**
Recommended prerequisite(s): Sports Medicine III and sponsoring teacher recommendation
Recommended for grades 11 and 12.

This course is designed to give a sports medicine student assistant a detailed examination of the field of athletic training through the integration of information presented in Sports Medicine I, II, and III along with seminar exposures with orthopedic surgeons, physical therapists, and the like. The primary focus includes but is not limited to the following topics: evaluation of head, neck, and spine injuries, emergency protocols, human anatomy, exercise physiology, biomechanics, kinesiology, advanced taping techniques, and the use of technology in the field of athletic training. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

LEADERSHIP-BASED ELECTIVE COURSES

SPORTS MANAGEMENT/OFFICIATING **90172M** **1 credit**
Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

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

METHODS OF COACHING **90172N** **1 credit**
Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

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

STUDENT LEADERSHIP **901521** **1 credit**
Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation

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

PEER DISCOVERY I **90132J** **1 credit**
Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation
Recommended for grades 11 and 12.

This course is designed as a prevention program to train high school students for peer and cross-age (elementary and middle school) helping and educational experiences. Objectives include enhancing students' self-esteem, self-awareness, communication and social interaction skills, and

leadership qualities. Course instruction includes a half-semester of lectures and experimental experiences. During the remainder of the course, students act as small group leaders, peer helpers, or activity leaders. The course includes interacting with a variety of students from various backgrounds. Peer leaders are selected on the basis of maturity and sense of responsibility.

PEER DISCOVERY II

90132D

1 credit

Recommended prerequisite(s): Peer Discovery I and sponsoring teacher recommendation
Recommended for grades 11 and 12.

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

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)

90152P

1 credit

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation.
Recommended for grades 11 and 12.

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

PEPI II

90152R

1 credit

Recommended prerequisite(s): PEPI I and teacher recommendation.
Recommended for grades 11 and 12.

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

JROTC COURSES

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

Air Force JROTC Course Description

(Broughton and Sanderson High Schools only)

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

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

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

AFJROTC/HEALTHFUL LIVING I

95012A

1 credit

Recommended prerequisite(s): None

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

Carolina certified Health/PE instructor teachers the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AFJROTC/Healthful Living I and AFJROTC/Healthful Living II.

AFJROTC/HEALTHFUL LIVING II

95022B

1 credit

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

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

AFJROTC III

95032A

1 credit

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

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

AFJROTC III (HONORS)

95035A

1 credit (HN)

Recommended prerequisite(s): AFJROTC II and teacher recommendation

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

AFJROTC IV

95042A

1 credit

Recommended prerequisite(s): AFJROTC III and teacher recommendation

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

AFJROTC IV (HONORS)

95045A

1 credit (HN)

Recommended prerequisite(s): AFJROTC III and teacher recommendation

This is an honors level course in applied leadership using the AFJROTC organization as a leadership laboratory. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. This course is designed to give the fourth-year cadets assigned to senior-leadership positions a better understanding of leadership through management of cadet corps. As senior cadet leaders, these students learn to analyze and determine the factors contributing to success and failure as they plan and execute corps projects and activities. A variety of leadership and management styles, personalities, and traits are studied. Cadets are required to read at least one book each quarter from the

approved reading list and to present oral and written reports on their reading to the class. Weekly reading and writing assignments, along with classroom presentations, also are required based on selected readings from the AFJROTC IV course text. Cadet corps leaders in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team. Numerous major group projects are required to fulfill the product requirements of this course. Examples include the annual military ball and building the corps competitive drill team. (Specific projects are determined by the Senior Aerospace Science Instructors.) Physical fitness continues to be important in the cadet's development and is 20% of the curriculum.

ARMY

(Wake Forest-Rolesville High School only)

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

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

AJROTC I	95012H	1 credit
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This is the introductory course to Army JROTC that can be taken in the Fall semester or Spring semester. This course establishes the foundation in six key subject areas for sequential progression through the JROTC program. The six key subject areas include Introduction to JROTC and the Nation's Defense Forces; Leadership Theory and Application; Foundations for Success; Wellness, Fitness, and First Aid; Geography and Earth Science; and Citizenship and American History. Students develop leadership skills, discipline, and confidence through student-centered classroom instruction, hands on activities, and military drill and ceremony. Academic instruction covers principles of leadership and knowing oneself, study skills, communication skills, conflict resolution, and becoming an active learner. Students are also instructed on achieving a healthy lifestyle, first aid emergencies, drug awareness, and substance abuse prevention. They are also given an overview of the globe and their job as an American citizen. Cadets are required to participate in physical fitness training and marching activities and are expected to prepare themselves to assume leadership roles in the classroom and Cadet Organization.

AJROTC II	95022A	1 credit
Recommended prerequisite(s): AJROTC I and teacher recommendation		

This course is a continuation in the Leadership Education and Training program. This course can be taken in the Fall semester. Spring semester is by Senior Army Instructor's approval only. Academic emphasis is on knowing how to lead by applying leadership styles and techniques and the development of management skills. Instruction continues in the areas of knowing oneself, communication skills, and conflict resolution. In addition the student is introduced to teaching skills and social responsibility. Instruction also continues in healthy life styles, first aid emergencies, drug awareness, and substance abuse prevention. Students are introduced to map reading and land navigation. Citizenship studies continue with a look at the citizen group action process, the founding of the nation, growth of the nation and sources of power. Cadets are required to participate in physical training and marching activities and are provided opportunities to assume leadership positions within the Cadet Organization.

AJROTC III	95032A	1 credit
Recommended prerequisite(s): AJROTC II and teacher recommendation		

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

AJROTC III (HONORS)	95035A	1 credit (HN)
Recommended prerequisite(s): AJROTC II and teacher recommendation		

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

AJROTC IV **95042A** **1 credit**
 Recommended prerequisite(s): AJROTC III and teacher recommendation

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

AJROTC IV (HONORS) **95045A** **1 credit (HN)**
 Recommended prerequisite(s): AJROTC III and teacher recommendation

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

LEADERSHIP, DRILL, AND CEREMONIES 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.

LEADERSHIP, DRILL, AND CEREMONIES (HONORS) **95025A** **1 credit (HN)**
 Recommended prerequisite(s): Army Science/Healthful Living Leadership, and I Drill and Ceremonies or AJROTC I and at least two years of successful drill team experience and the teacher's recommendation.

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

NAVY

(Cary High School Only)

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

Naval Junior ROTC is a complete program and offers a variety of co-curricular competitive and non-competitive activities. The unit performs school,

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

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

NAVAL SCIENCE/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.

NAVAL SCIENCE/HEALTHFUL LIVING II 95022B 1 credit

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

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

NAVAL SCIENCE III 95032A 1 credit

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

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

NAVAL SCIENCE III (HONORS) 95035A 1 credit (HN)

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

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

NAVAL SCIENCE IV 95042A 1 credit

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

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

NAVAL SCIENCE IV (HONORS) 95045A 1 credit (HN)

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

This is an honors level course in applied leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and project leadership are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership

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

LEADERSHIP, DRILL AND CEREMONIES **95022C** **1 credit**
 Recommended prerequisite(s): Naval Science/Healthful Living I and teacher recommendation

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

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

LEADERSHIP, DRILL, AND CEREMONIES (HONORS) **95025A** **1 credit (HN)**
 Prerequisites: Naval Science/Healthful Living I and Leadership, Drill and Ceremonies or NS-1 and at least two years of successful drill team experience and the teacher’s recommendation.

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

LIBRARY MEDIA COURSE

LIBRARY MEDIA STUDIES **95152A** **1 credit**
 Recommended prerequisite(s): Teacher recommendation or Media Staff recommendation

This course involves an organized program of instruction and training resulting in a service learning experience. Students in the class serve as library/media assistants helping other students and the media program. The media assistant learns information through retrieval and interpretation skills that are beneficial in all other courses of study and for lifetime learning. This course is recommended for grades eleven and twelve and is limited to four students per class period. Students must conference with the media specialist prior to registering for this course.

MATHEMATICS COURSES

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

FOUNDATIONS OF ALGEBRA **20182A** **1 credit**

Foundations of Algebra provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: using equations, inequalities, and formulas to solve problems; computations involving integers and rational numbers; ratio, proportion, and percent; exponential and scientific notation; linear relationships; simplifying algebraic expressions; scaling and proportional reasoning; making scale drawings; surface area and volume of cylinders, prisms, and composite figures; transformations in the coordinate plane; collecting and analyzing data; surveys; and probability. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

INTRODUCTORY MATHEMATICS **20202B** **1 credit**

The Introductory Mathematics curriculum includes problem solving techniques in preparation for Algebra I. Topics include: simplifying numerical expressions; number theory; concept of functions and variables; graphing linear equations; linear regression; problem solving using linear equations and inequalities; problem solving using measurement and geometry.

ALGEBRA I: PART 1 (elective credit) **20212A** **1 credit**
 Recommended prerequisite(s): Knowledge of study skills and problem solving techniques, order of operations, simplifying numerical expressions, integer operations, number theory, graphs, concept of variable, concept of equation and inequality, pattern recognition, proportional reasoning, and rational numbers

The Algebra I: Part 1 curriculum includes the language of algebra; properties of real numbers; solution and use of linear equations and inequalities in one variable; ratios, proportions, and percents; operations with real numbers; identifying and applying concepts of functions and relations; linear regression; solving, using, and graphing linear equations and inequalities in two variables; operations with polynomials; and algebraic fractions. This course is designed to help students develop abstract reasoning and logic skills. Students are expected to demonstrate proficiency with the graphics calculator. This course, in

conjunction with Algebra I: Part 2, fulfills the North Carolina high school graduation requirement for Algebra I.

ALGEBRA I: PART 2

20222F

1 credit

Recommended prerequisite(s): Algebra I: Part 1

The Algebra I: Part 2 curriculum includes operations and applications of real numbers; applications related to linear equations and inequalities in one variable; relations and functions; radical expressions; matrices; the solutions, graphs, and uses of systems of linear equations and inequalities; operations with algebraic fractions; linear regression; analysis of linear equations; and graphing and interpreting nonlinear equations. Students are expected to demonstrate proficiency with the graphics calculator. This course, in conjunction with Algebra I: Part 1, fulfills the North Carolina high school graduation requirement for Algebra I. A student cannot receive math graduation credit for both Algebra I: Part 2 and Algebra I or Algebra I Plus; one course must count as an elective. The final exam is the North Carolina Algebra I End-of-Course Test.

ALGEBRA I

20232B

1 credit

Recommended prerequisite(s): Mastery of problem solving techniques, integer operations, number theory, graphing, concept of variable, concept of equation and inequality, pattern recognition, proportional reasoning, and use of rational numbers.

Algebra I includes the study of algebraic concepts including operations with real numbers and polynomials; relations and functions; matrices; creation and application of linear, quadratic, and exponential functions; linear regression; using length and midpoint to solve problems. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment. This course is designed to help students develop the ability to reason abstractly. Students are expected to demonstrate proficiency with the graphics calculator. This course fulfills the North Carolina high school graduation requirement for Algebra I. The final exam is the North Carolina Algebra I End-of-Course test.

ALGEBRA I PLUS (ELECTIVE CREDIT)

20232D

1 credit

Recommended prerequisite(s): non-mastery or partial mastery of Algebra I concepts in 8th grade

Algebra Plus deepens the study of Algebra I concepts in order for students to be successful in future math courses. This course follows the Algebra I North Carolina Standard Course of Study but also includes an introduction to Geometry. This course fulfills the NC high school graduation requirement for Algebra I. A student cannot receive math graduation credit for Algebra I Plus and Algebra I or Algebra I. Algebra I Plus counts as an elective. The final exam is the North Carolina Algebra I End-of-Course Test.

TECHNICAL MATH I

201 52B

1 credit

Recommended prerequisite(s): Algebra I and proficiency with the graphics calculator

Technical Math I continues students' study of algebra, geometry, and probability and statistics building upon middle school and Algebra I topics. Measurement of two- and three-dimensional figures, special relationships in right triangles, linear and quadratic functions, measurement of central tendency, and counting algorithms for probability are the broad topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment.

TECHNICAL MATH II

201 72A

1 credit

Recommended prerequisite(s): Technical Math I

Technical Mathematics II continues the students' study of advanced algebraic concepts including linear, quadratic, and exponential functions and matrices. Students move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills are emphasized and students broaden their use of the coordinate plane to include transformations of geometric figures. Emphasis is placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

GEOMETRY

20302B

1 credit

Recommended prerequisite(s): Algebra I

Geometry continues students' study of geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in their study of geometric figures. Two-dimensional reasoning skills are emphasized and students broaden their use of the coordinate plane to include transformations of geometric figures. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment. Students focus on mastery of definitions, theorem, and postulates, strongly emphasizing their application in direct proof, indirect proof, and problem solving. The final exam is the North Carolina Geometry End-of-Course Test.

GEOMETRY (HONORS)

20305B

1 credit (HN)

Recommended prerequisite(s): Algebra I and proficiency with graphics calculator

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

ALGEBRA II

20242C

1 credit

Recommended prerequisite(s): Algebra I, Geometry, and proficiency with graphics calculator

Algebra II continues the students' study of advanced algebraic concepts including functions, regression equations, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. Emphasis is placed on practical application and modeling. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students are expected to demonstrate proficiency with the graphics calculator. The final exam is the North Carolina Algebra II End-of-Course Test.

ALGEBRA II (HONORS) **20245A** **1 credit (HN)**
Recommended prerequisite(s): Algebra I, Geometry, and proficiency with graphics calculator

Honors Algebra II is designed to study the Algebra II curriculum in greater depth and with less teacher direction. Strong emphasis is placed on problem solving, investigation, analysis, discovery, and independent thinking. Students are expected to demonstrate proficiency with appropriate technology. The final exam is the North Carolina Algebra II End-of-Course Test.

ADVANCED FUNCTIONS AND MODELING **20252A** **1 credit**
Recommended prerequisite(s): Algebra II and proficiency with graphics calculator

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. **A student cannot receive math graduation credit for Advanced Functions and Modeling and Precalculus; one must count as an elective.**

ANALYTIC GEOMETRY/TRIGONOMETRY **20412C** **1 credit**
Recommended prerequisite(s): Algebra II and proficiency with graphics calculator

This course includes a complete study of analytic geometry and trigonometry, circular and right triangle trigonometry graphing, trigonometric identities, proofs, oblique triangles, inverse functions, vectors, polar graphing, complex numbers, iteration, and fractals, hyperbolic functions, sequences, and series. Applications, modeling, and data analysis are included throughout the course of study. Appropriate technology, from manipulatives to calculator and application software, is used for instruction.

DISCRETE MATH **20502B** **1 credit**
Recommended prerequisite(s): Algebra II

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

INTRODUCTION TO COLLEGE MATHEMATICS (HONORS) **20735C** **1 credit (HN)**
Recommended prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

PRECALCULUS (HONORS) **20705C** **1 credit (HN)**
Recommended prerequisite(s): Honors Algebra II, and proficiency with graphics calculator

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

ADVANCED PLACEMENT STATISTICS **20657B** **1 credit (AP)**
Recommended prerequisite(s): Advanced Functions and Modeling, proficiency with graphics calculator, and teacher recommendation

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. Students should take AP Statistics in addition to another advanced level mathematics course to compliment their study of mathematics. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

ADVANCED PLACEMENT CALCULUS: AB **20767B** **1 credit (AP)**
Recommended prerequisite(s): Precalculus and teacher recommendation

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college course. It follows the prescribed AP Calculus AB syllabus. The intent is to prepare students for second semester/block college calculus. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

ADVANCED PLACEMENT CALCULUS: BC **20777B** **1 credit (AP)**
Recommended prerequisite(s): AP Calculus AB and teacher recommendation

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. The intent is to prepare students for third semester/block college calculus. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

MATHEMATICAL ANALYSIS (HONORS) **20735F** **1 credit (HN)**
Recommended prerequisite(s): AP Calculus BC and teacher recommendation

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include: applications of partial derivatives; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. Students must have extensive knowledge of the graphics calculator. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

SAT VERBAL/MATH PREPARATION **95102A** **1 credit**
Recommended prerequisite (s): Algebra 2

This course helps students prepare to take the verbal and math portions of the Scholastic Aptitude Test. Verbal preparation focuses on reading comprehension, vocabulary development, critical thinking, and analogies. Math preparation focuses on arithmetic, algebra, and geometry skills necessary to answer the high-level questions that appear on the test. This course does not replace core English or Math courses.

SCIENCE COURSES

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

BIOLOGY

BIOLOGY **30202E** **1 credit**

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

BIOLOGY (HONORS) **30205A** **1 credit (HN)**

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

BIOLOGICAL PROJECTS **308023** **1 credit**
Recommended prerequisite(s): Completion of a Biological Science

This course is designed for the student who has completed general biology. It offers an opportunity to learn and apply biological techniques and procedures as applied to medical laboratory work, nursing, and medicine. It is a laboratory-oriented course that uses no textbook and has only a minimal amount of lecture. Most of the work is in the laboratory. A special research project is required.

ADVANCED PLACEMENT BIOLOGY **30217B** **1 credit (AP)**
Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

MARINE ECOLOGY **30442B** **1 credit**
Recommended prerequisite(s): Biology

The interrelationships among marine organisms and the physical, chemical, geological, and biological factors in their environment are the focus of this course. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail. Laboratory and field experiences are major components of the course.

PRINCIPLES OF HUMAN INHERITANCE**30402U****1 credit**

This course is designed to examine the transmission of traits from generation to generation with an emphasis on patterns of inheritance in humans. Students will study issues generated by biotechnology and how new technology is transforming research, industry, agriculture and our everyday lives, from the medical tests we take to the food we eat.

VERTEBRATE BIOLOGY**30322D****1 credit**

The comparative anatomy, natural history and behavior of the vertebrate classes are the focus of this course. Emphasis will be placed on developmental biology and the adaptation of organisms to their environments. This course will have a strong laboratory component. Partnerships with North Carolina State University College of Veterinary Medicine and the North Carolina Zoo will require fieldwork outside of the classroom.

ANATOMY AND PHYSIOLOGY**30232A****1 credit**

Recommended prerequisite(s): Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

ANATOMY AND PHYSIOLOGY (HONORS)**30235B****1 credit (HN)**

Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology.

CHEMISTRY**CHEMISTRY****30502A****1 credit**

Recommended prerequisite(s): Algebra II or concurrent enrollment in Algebra II

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course. The final exam is the North Carolina Chemistry End-of-Course Test.

CHEMISTRY (HONORS)**30505D****1 credit (HN)**

Recommended prerequisite(s): Algebra II or concurrent enrollment in Algebra II

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied. The final exam is the North Carolina Chemistry End-of-Course Test.

CHEMISTRY II (HONORS)**30505E****1 credit**

This course will explore those concepts covered in your first chemistry course in more depth, especially the concepts of thermodynamics and equilibrium. It is designed to prepare students for their first college chemistry course, including key lab skills used in the college laboratory setting. This course is also recommended for those students taking either the SAT II: Chemistry Test and/or AP Chemistry.

ADVANCED PLACEMENT CHEMISTRY**30517B****1 credit (AP)**

Recommended prerequisite(s): Algebra II and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

ORGANIC CHEMISTRY**30512A****1 credit**

Recommended prerequisite(s): Prior chemistry course and teacher recommendation

Organic Chemistry provides greater in-depth analysis of some topics presented in chemistry such as atomic structure and bonding. In addition, it affords the opportunity for the study of topics not covered in chemistry such as biochemistry and electrochemistry.

EARTH SCIENCE

MARINE AND ASTRONOMICAL SCIENCE **30442D** **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.

EARTH SCIENCE **30402G** **1 credit**

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

EARTH SCIENCE (HONORS) **30405A** **1 credit (HN)**

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

INTRODUCTION TO METEROLOGY **30402T** **1 credit**

This course focuses on inquiry into atmospheric conditions. Emphasis is placed on weather patterns, cycles of energy, interpreting and analyzing weather models, surface conditions, pollution, upper-air conditions, weather mapping, and climatologic patterns. Laboratory work is a major component of this course.

ASTRONOMY **30702B** **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.

ENVIRONMENTAL SCIENCE **30422A** **1 credit**

Environmental Science provides an opportunity for students to study man's interaction with the environment. Topics include pollution, conservation of natural resources, environmental management and planning, and society's impact on the environment. The student is also provided with an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Topics include but are not limited to: biotic and abiotic factors, energy relationships, biogeologic cycles, population dynamics, ecosystems, and biogeography. Laboratory activities are an integral part of this course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE **30427D** **1 credit (AP)**

Recommended prerequisites: Successful completion of two years of high school laboratory science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICAL SCIENCE

PHYSICAL SCIENCE **30102E** **1 credit**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science. The final exam is the North Carolina Physical Science End-of-Course Test.

PHYSICAL SCIENCE (HONORS) **30105A** **1 credit (HN)**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Lab work is a major component of the course. The final exam is the North Carolina Physical Science End-of-Course Test.

PHYSICS

PHYSICS **30602A** **1 credit**

Recommended prerequisite(s): Algebra II

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

PHYSICS (HONORS) **30605A** **1 credit (HN)**
Recommended prerequisite(s): Algebra II

Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics. The final exam is the North Carolina Physics End-of-Course Test.

ADVANCED PLACEMENT PHYSICS **30617A** **1 credit (AP)**
Recommended prerequisite(s): Advanced Math, Chemistry, and Physics

Students study the basic principles and concepts covered in an introductory “General Physics” college-level course. Topics include mechanics, heat, sound, electricity, light, and quantum theory. Independent research and in-depth laboratory experiences are integral parts of the program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

ADDITIONAL SCIENCE COURSES

FORENSIC SCIENCE **308027** **1 credit**
Recommended prerequisite(s): Successful completion of Biology and Chemistry

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The activities will include traditional methods in addition to modern biotechnological techniques.

FUTURE DECISIONS IN SCIENCE **308021** **1 credit**
Recommended prerequisite(s): Successful completion of a physical science and a biological science

This course allows students to examine the ethical problems that may arise from a highly technological society. Creativity and problem-solving skills are encouraged through simulations and discussions. Students participate in activities that promote reasoning and critical thinking.

RESEARCH METHODS AND TECHNIQUES **30802E** **1 credit**
Recommended prerequisite(s): Algebra I and Biology

This course provides extended, hands-on experience with tools, materials, and techniques used in biological, agricultural, and physical science research and application. Instruction includes appropriate methods for experimental design and implementation, data collection, and presentation of results.

RESEARCH METHODS AND TECHNIQUES (HONORS) **30805D** **1 credit (HN)**
Recommended prerequisite(s): Algebra I and Biology

This honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

PRINCIPLES OF TECHNOLOGY I **80112B** **1 credit**

A physical science or an elective credit, PT-I leads students through concepts and principles such as force, work, rate, resistance, energy, and power as they each relate to four energy systems: mechanical, fluid, electrical and thermal. Based on an appealing curriculum, videotapes, text, teacher demonstrations, and more than forty-four hands-on experiments, this applied physics course focuses on the fundamental interrelationships of systems at work in our modern-day technologies. This course is designed for future technicians, consumers and scientists alike.

PRINCIPLES OF TECHNOLOGY II (HONORS) **80125A** **1 credit (HN)**

This course is designed for students who have demonstrated an advanced level of interest and achievement. Successful completion of this course gives a credit in physics, physical science, or an elective. PT-II continues the lab-based focus of PT-I and adds the study of force transformers, momentum, wave and vibration, radiation, optical systems, and time constants. Emphasizing principles rather than specific skills, the course provides an understanding of the associated math and a foundation for pursuing one of numerous technical careers. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills.

Note: Principles of Technology I or Principles of Technology II can count as the undesignated third science credit required for high school graduation under these conditions:

- a. PT-I can count as a science elective, a physical science credit, or as Physical Science. Physical Science would be subject to the End-of-Course test;

- b. PT-II can count as a science elective, a physical science credit, or as Physics. Physics would be subject to the End-of-Course test. Successful completion of Principles of Technology I and Technology II satisfies the physical science requirement for admission into the UNC system.

SECOND LANGUAGES COURSES

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

FRENCH I **10412C** **1 credit**

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

FRENCH II **10422B** **1 credit**
Recommended prerequisite(s): French I

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

FRENCH III (HONORS) **10435A** **1 credit (HN)**
Recommended prerequisite(s): French II

This course is for the student who has successfully completed French II or has been recommended from middle school. Emphasis is upon increasing aural-oral skills through reading, writing, and conversation. The basic principles of French grammar are reviewed and expanded. The student's knowledge of the cultures of lands where French is spoken is broadened through readings and audiovisual materials. Acquiring an active vocabulary is a continuing goal.

FRENCH IV (HONORS) **10445A** **1 credit (HN)**
Recommended prerequisite(s): French III

This course is for the student who has successfully completed French III. It is intended to increase the level of comprehension and conversational skills. Oral proficiency is stressed by means of interpretation of events, analysis of literature, dialogues, discussions, and debates. Students read literary works in prose, poetry, and drama to develop analytical skills. Advanced grammatical structures are utilized in the writing of poems, essays, and reports.

FRENCH V (HONORS) **10455D** **1 credit (HN)**
Recommended prerequisite(s): French IV

This course is for the student who has successfully completed French IV. Instruction focuses on refining and perfecting the spoken and written French acquired through previous years of study. The course is designed to prepare the student for further language study on the college or university level.

ADVANCED PLACEMENT FRENCH LANGUAGE **10457A** **1 credit (AP)**
Recommended prerequisite(s): French IV, French V, or teacher recommendation

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

ADVANCED PLACEMENT FRENCH LITERATURE **10457E** **1 credit (AP)**
Recommended prerequisite(s): French IV, French V, or teacher recommendation

This course follows the prescribed curriculum of the Advanced Placement program. It emphasizes an in-depth study of various genres of French literature coupled with literary analysis and other forms of composition. Further acquisition and refinement of vocabulary and speaking skills are also essential to this program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

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,
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students will refine oral language skills to address a variety of 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 II FOR NATIVE SPEAKERS

14025A

1 credit (HN)

This course is continuation of Spanish I for Native Speakers I. In this course, students will continue to refine their oral language skills. They will continue to improve their reading and writing skills through the examination of print and non-print materials and they will deepen their understanding of the cultures of the Hispanic world.

SPANISH I

10512B

1 credit

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

SPANISH II

10522C

1 credit

Recommended prerequisite(s): Spanish I

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

SPANISH III (HONORS)

10535A

1 credit (HN)

Recommended prerequisite(s): Spanish II

This course is for the student who has successfully completed Spanish II or has been recommended from middle school. Emphasis is on increasing aural-oral skills through reading, writing, and conversation. The basic principles of Spanish grammar are reviewed and expanded. The student's knowledge of the cultures of lands where Spanish is spoken is broadened through readings and audiovisual materials. Acquiring an active vocabulary is a continuing goal.

SPANISH IV (HONORS)

10545A

1 credit (HN)

Recommended prerequisite(s): Spanish III

This course is for the student who has successfully completed Spanish III. It is intended to increase the level of comprehension and conversational skills. Oral proficiency is stressed by means of interpretation of events, analysis of literature, dialogues, discussions, and debates. Students read literary works in prose, poetry, and drama to develop analytical skills. Advanced grammatical structures are utilized in the writing of poems, essays, and reports.

SPANISH V (HONORS)

10555B

1 credit (HN)

Recommended prerequisite(s): Spanish IV

This course is for the student who has successfully completed Spanish IV. Instruction focuses on refining and perfecting the spoken and written Spanish acquired through previous years of study. The course is designed to prepare the student for further language study on the college or university level.

ADVANCED PLACEMENT SPANISH LANGUAGE

10557B

1 credit (AP)

Recommended prerequisite(s): Spanish IV or Spanish V

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

ADVANCED PLACEMENT SPANISH LITERATURE

10557A

1 credit (AP)

Recommended prerequisite(s): Spanish IV or Spanish V

This course follows the prescribed curriculum of the Advanced Placement program. It emphasizes an in-depth study of various genres of Spanish literature coupled with literary analysis and other forms of composition. Further acquisition and refinement of vocabulary and speaking skills are also essential to this program. Selected authors include Borges, Garcia Lorca, Garcia Marquez, Matute, and Unamuno. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

GERMAN I

10602B

1 credit

This course is for the student who wishes to take German for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning

level. Topics include the present tense, future tense, an introduction to the perfect tense, nominative and accusative case, telling time, question words, the calendar, weather expressions, modal verbs, possessive adjectives, comparison of adjectives, vocabulary of the house and sports, and culture of the German-speaking world.

GERMAN II **10612A** **1 credit**
Recommended prerequisite(s): German I

This course is for the student who has successfully completed German I or has been recommended from middle school. The course continues to build upon the four skills (speaking, listening, reading, and writing) as it integrates culture into daily activities. Grammar becomes more complex at this level as the student uses knowledge from German I to increase his ability to speak, hear, read, and write more complex sentence patterns.

GERMAN III (HONORS) **10625C** **1 credit (HN)**
Recommended prerequisite(s): German II

This course is for the student who has successfully completed German II or has been recommended from middle school. Emphasis is on increasing aural-oral skills through reading, writing, and conversation. The basic principles of German grammar are reviewed and expanded. The student's knowledge of the cultures of lands where German is spoken is broadened through readings and audiovisual materials. Acquiring an active vocabulary is a continuing goal.

GERMAN IV (HONORS) **10635C** **1 credit (HN)**
Recommended prerequisite(s): German III

This course is designed for the student who has successfully completed German III. It is intended to increase the level of comprehension and conversational skills. Oral proficiency is stressed by means of interpretation of events, analysis of literature, dialogues, discussions, and debates. Students read literary works in prose, poetry, and drama to develop analytical skills. Advanced grammatical structures are utilized in the writing of poems, essays, and reports.

GERMAN V (HONORS) **10645A** **1 credit (HN)**
Recommended prerequisite(s): German IV

This course is for the student who has successfully completed German IV. Instruction focuses on refining and perfecting the spoken and written German acquired through previous years of study. The course is designed to prepare the student for further language study on the college or university level.

ADVANCED PLACEMENT GERMAN **10647B** **1 credit (AP)**
Recommended prerequisite(s): German IV

This course follows the prescribed curriculum of the Advanced Placement program. It emphasizes an in-depth study of various genres of German literature coupled with literary analysis and other forms of composition. Further acquisition and refinement of vocabulary and speaking skills are also essential to this program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

LATIN I **10802A** **1 credit**

The student studies the five chief areas of Latin: grammar, reading, writing, vocabulary, and culture. The student increases his understanding of present-day English through the study of Latin and ancient Roman culture.

LATIN II **10812A** **1 credit**
Recommended prerequisite(s): Latin I

This course is designed for the student who has successfully completed Latin I or has been recommended from middle school. The student studies the same five areas of Latin I but on a more advanced level. Activities include reading for comprehension and analysis of the Latin sentence as it relates to English composition. The student reads selected Latin authors in their original form.

LATIN III (HONORS) **10825C** **1 credit (HN)**
Recommended prerequisite(s): Latin II

The third year of Latin introduces the student to Cicero, Ovid, and other notable authors. The student develops more proficiency and depth in reading and has the opportunity to learn through the study of Cicero's *Orations*. Special attention is given to a more literary vocabulary and to the great debt our legal institutions owe to the early Romans. From Ovid's *Metamorphoses*, the student reads selected prose and poetry.

LATIN IV (HONORS) **10835A** **1 credit (HN)**
Recommended prerequisite(s): Latin III

Virgil's *Aeneid*, the most important literary work of the early Roman civilization, makes up the study of the fourth-year course. The student follows Aeneas through all his wanderings to find a place to establish the beginning of the Roman Empire. He becomes acquainted with an invaluable literary background for the humanities, particularly with regard to human values, literary themes, and allusions. This course is designed primarily

for the student who wishes to profit from the study of the early classics.

LATIN V (HONORS)

10835G

1 credit (HN)

Recommended prerequisite(s): Latin IV or teacher recommendation

This course continues the study of Latin literature and may include selections from Virgil, Ovid, Catullus, Martial, Horace, Cicero, Pliny, Livy, and others.

ADVANCED PLACEMENT LATIN: VIRGIL

10837B

1 credit (AP)

Recommended prerequisite(s): Latin IV, Latin V, or teacher recommendation.

This course follows the prescribed curriculum of the Advanced Placement program. Students read, translate, understand, analyze, and interpret lines of Virgil's Aeneid. It is expected that students enrolled in this course will take the Advanced Placement: Vergil exam.

ADVANCED PLACEMENT LATIN: LATIN LITERATURE

10837D

1 credit (AP)

Recommended prerequisite(s): Latin IV, Latin V, or teacher recommendation.

This course follows the prescribed curriculum of the Advanced Placement program. Students read, translate, understand, analyze, and interpret the literature of one of the following: Cicero, Horace, or Ovid. It is expected that students enrolled in this course will take the Advanced Placement: Latin Literature exam.

SOCIAL STUDIES COURSES

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

THE PAIDEIA PROGRAM

40242H World History Paideia	40522C Civics and Economics Paideia	40212G United States History Paideia
40245E	40525C	40215B These are Honors courses for Paideia.

This program uses an interdisciplinary approach that is part of a comprehensive program drawn from *The Paideia Proposal* and encourages students to think across subject areas and curriculum boundaries. Courses are designed to develop students' critical and analytical thinking skills. Great classics, modern works of literature, and primary documents are studied within the appropriate historical framework. The Paideia Program is a two-credit course, either regular or honors, that covers the social studies requirements at grades 9-11. It also covers the English requirements each year. Students must also register for the corresponding Paideia English course.

REQUIRED COURSES

North Carolina high school students are required to take the three listed courses, either regular or honors, for graduation apart from any electives. They are listed in the recommended sequential order.

WORLD HISTORY	40242D	1 credit
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This course describes human achievements through the study of the world's great civilizations, past and present. The study of these civilizations is the study of people: How do they live together? How are they governed? What are their beliefs? How do they express themselves? Students discover the ways in which human beings through the ages have organized their lives to answer the continuing questions of survival and fulfillment.

WORLD HISTORY (HONORS)	40245D	1 credit (HN)
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Recommended prerequisite(s): Teacher recommendation

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

CIVICS AND ECONOMICS	40522A	1 credit
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Recommended prerequisite(s): World History

It focuses on basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies. Students examine economic topics and questions and apply concepts to economic decisions. Students examine the political and legal systems; learn about rights and responsibilities as citizens, the structure of legal and governmental systems within which they live, and how these systems influence their lives. The course covers the colonial period of American history until 1789. Also examined are the origins, development, and main principles of important U.S. documents, including the Constitution.

CIVICS AND ECONOMICS (HONORS)	40525A	1 credit (HN)
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Recommended prerequisite (s): World History

It focuses on basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies. Additional reading/writing/research assignments are required for the honors level of this class. Students examine the political and legal systems; learn about rights and responsibilities as citizens, the structure of legal and governmental systems within which they live, and how these systems influence their lives. The course covers the colonial period of American history until 1789. Also examined are the origins, development, and main principles of important U.S. documents, including the Constitution.

UNITED STATES HISTORY	40212C	1 credit
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Recommended prerequisite (s): World History and Civics and Economics

This honors course traces the political, economic, and geographical development of our nation. It focuses on the growth of democracy and the emergence of the United States as a world leader. By analyzing the social and cultural development of the United States, students develop an appreciation of American ideals and achievements. Students participate in class activities and discussions, develop projects, and sharpen their critical thinking skills.

UNITED STATES HISTORY (HONORS)**40215C****1 credit (HN)**

Recommended prerequisite(s): Teacher recommendation and World History and Civics and Economics

This honors course is designed to challenge academically advanced/gifted and highly motivated students. Additional reading/writing/research assignments are required for the honors level of this class. Students study the political, economic, and geographical development of our nation and focus on the growth of democracy and the emergence of the United States as a world leader. By analyzing the social and cultural development of the United States, students develop an appreciation of American ideals and achievements.

SOCIAL STUDIES ELECTIVES**AFRICAN-AMERICAN HISTORY AND CULTURE****40092F****1 credit**

The history and culture of African-Americans are examined in this course. Students are exposed to the African roots, the middle passage, and the American experience from the pre-colonial period of U.S. history to the present day. Included in this historical framework is the cultural heritage of African-Americans. Students are exposed to complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from the other social sciences. Students read significant works of literature in this class.

AMERICAN INDIAN STUDIES**40092E****1 credit**

This course focuses on the social and cultural history of many Native American Indian tribes. After examining tribes regionally, students work together to create hands-on projects to apply what they have learned. The class learns about Native American religious practices, migrations, and impact upon 21st century society. Through historical analysis, students also differentiate between stereotypes and facts throughout the recorded history of Native Americans. Whole class discussions, lecture, projects, and hands-on activities are important elements in this class.

CONVERSATIONS IN DIVERSITY/PSYCHOLOGY or SOCIOLOGY**40612E****1 credit**

This course offers the opportunity to explore a variety of perspectives on race, gender, religion, ethnicity, and socio/economic status in a seminar and reading format. Based on written and oral resources, students examine questions such as: Do all people have equal access to education Does race matter? The examination of race, ethnicity, religion, socio-economic status and equality between genders are focal points. Students study complex cultural concepts in Psychology or Sociology.

CONVERSATIONS IN DIVERSITY/PSYCHOLOGY or SOCIOLOGY (HONORS) 40615A**1 credit (HN)**

Students who enroll for the honors level of this class can expect to do extra reading, researching, projects, and writing tasks. This course offers students the opportunity to explore a variety of perspectives on race, gender, religion, ethnicity and socio/economic status in a seminar and reading format. Based on written and oral resources, students examine questions such as: Do all people have equal access to education. Does race matter? The examination of race, ethnicity, religion, socio-economic status, and equality between genders are focal points. Students study complex cultural concepts in psychology or sociology.

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.

HOLOCAUST AND GENOCIDE IN WORLD STUDIES (Honors)**40245F****1 credit (HN)**

History of various genocides and holocausts is explored in this course reviewing attempts at wiping out groups based upon religious, racial and national origins. Participants will learn the impact of severe prejudice and persecution to learn the nature of civilization itself and focus on prevention strategies for future genocide and dehumanization. The World War II Holocaust as well as recent 20th century genocides such as Armenia, Rwanda, Cambodia, Sudan and Darfur will be explored. Because this is an Honors upper level course, students should expect to do substantial reading, writing and research. It is recommended that students have successfully completed World History before taking this course.

INTRODUCTION TO ASIAN STUDIES**40062D****1 credit**

The course introduces students to the three dominant societies of Asia: India, China, and Japan. In addition to history, the course will explore Asian cultures through primary source readings, group activities, and role-playing experiences. The course will study the relationship between the United States and these emerging powers. Ancient dynasties are studied but there is also an emphasis on 20th century history. Students explore aspects to the varied cultures, studying art, literature, religion, cuisine, architecture and music. It is recommended that students take this after taking World History.

LAW AND JUSTICE**40432G****1 credit**

This academic course focuses on the legal, judicial, law enforcement, legal procedures 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. Classes will benefit from their schools' participation in the Lawyers-In-The-Schools Program through the North Carolina Bar Association, gaining resources, speakers, programs and publications through LIS for law-related education.

LAW AND JUSTICE (HONORS) 40435A 1 credit (HN)

This honors course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Focuses include legal principles and the laws and procedures derived from them. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems and issues that arise from their operation and increase their practical understanding of how the justice system in the United States actually works.

LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS 40102E 1 credit

The first half of this course focuses on the Vietnam War and related issues. Topics include the geography, history, and culture of Vietnam; the ethical questions that arose during the conflict; the events of the social protest movement; worldwide response and involvement in Vietnam; problems of Vietnamese refugees and U.S. veterans; and Vietnam today. The second half is designed as a study of the major trends and issues in the post-World War II era with an insight into the growing interdependence of nations of the world. Emphasis is placed on the decision-making process of the United States in the field of foreign affairs. Recent problems, policies, and programs of the United States are analyzed.

LESSONS OF THE VIETNAM WAR/RECENT INTER. RELATIONS (HONORS) 40105I 1 credit (HN)

This first half focuses on the Vietnam War and related themes. Topics include the geography, history, and culture of Southeast Asia; social protest movement history; worldwide response, problems of refugees and veterans; and Southeast Asia today. The second half is a historical study of major trends and issues in the post-World War II era with a focus on the growing interdependence of world nations. Emphasis is placed on American decision-making process in foreign affairs. Current problems, policies, and programs of the government are analyzed. Students who take this history-based honors class will complete extra assignments for honors credit.

PSYCHOLOGY (HONORS) 40805A 1 credit (HN)

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY 40102M 1credit

This course explores religions in the world as well as a study of the Bible in history. Students are introduced to religious expressions and to the major religions of Hinduism, Buddhism, Judaism, Christianity, and Islam. They examine religious customs, practices, holidays, and religious texts and the effect these religions have played in the development of cultures in world history. Learners explore the history of the Bible beginning with ancient Judaism through the development of the Christian church. Students examine the text of the Bible for both its historical and literary meaning and value.

SOCIOLOGY (HONORS) 40605A 1 credit (HN)

This full-credit honors course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students develop a sociological imagination in which they observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students discover how patterns of behavior develop, culture is learned, and social predictions are made

SOCIOLOGY/ PSYCHOLOGY 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.

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT COMPARATIVE GOVERNMENTS **40037A** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

This course provides students with facts, concepts and generalizations pertaining to world governments including those of Great Britain, France, Russia and China. Students study the sources of public authority and political power, society and politics, the citizen and the state, political frameworks and change, classifying governments and politics, problems in cross-cultural analyses and other themes. Students will complete written analysis and interpretation of subject matter and demonstrate abilities to compare and contrast political institutions and processes.

ADVANCED PLACEMENT ECONOMICS **40507A** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

Advanced Placement Economics conforms to the pattern of introductory level economics at the college level. Students achieve an analytical and comprehensive understanding of macro- and micro-economic principles and relationships. Substantial out-of-class reading, writing, and research are expected. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

ADVANCED PLACEMENT EUROPEAN HISTORY **40237B** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

AP European History is equivalent to introductory European History at the college level. It covers the time from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected.

ADVANCED PLACEMENT HUMAN GEOGRAPHY **40327A** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

Advanced Placement Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data; write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial natures of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use.

ADVANCED PLACEMENT PSYCHOLOGY **40807A** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

Students study the systematic and scientific study of the behavior and mental processes of human beings and other animals. They are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected.

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS **40427B** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

This course is a survey the United States national political system designed for the highly motivated student. It is heavily content-oriented, examining the U.S. constitutional system, its historical development and current trends of the system and aims to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures, current problems, and practices are frequently used.

ADVANCED PLACEMENT UNITED STATES HISTORY **40217G** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

Advanced Placement United States History is a course that is equivalent to an introductory level American History at the college level. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history from the age of discovery to the present. Substantial out-of-class reading, writing, and research are expected

ADVANCED PLACEMENT WORLD HISTORY **40247A** **1 credit (AP)**
Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

This course concentrates on the patterns of global processes and contacts, in interaction with different types of human societies. This course highlights the nature of changes in international frameworks and their causes and consequences as well as comparisons among major societies. Students build an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to C. E. (the common era). Substantial out-of-class reading, writing, and research are expected.

SPECIAL EDUCATION COURSES

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

DIPLOMA COURSES

CURRICULUM ASSISTANCE	00012E	1/2 credit
	00012K	1 credit
CURRICULUM ASSISTANCE (9)	00012L	1 credit
CURRICULUM ASSISTANCE (10)	00012G	1 credit
CURRICULUM ASSISTANCE (11)	00012H	1 credit
CURRICULUM ASSISTANCE (12)	00012J	1 credit

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

CURRICULUM ASSISTANCE RESOURCE HI	00012P	1 credit
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This is a language based Curriculum Assistance (CA) designed specifically for hearing impaired students.

CURRICULUM ASSISTANCE RESOURCE VI	00012R	1 credit
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This is Curriculum Assistance (CA) designed specifically for visually impaired students utilizing adaptive materials and assistive technology.

INDEPENDENT STUDY EXCEPTIONAL CHILD	00012M	1 credit
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Recommended prerequisite(s): Teacher recommendation

The student works independently in a special area of concentration determined by the student's IEP goals and objectives.

ENGLISH I	10212C	1 credit
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This program focuses on fundamental reading and writing skills as prescribed in the ninth grade Wake County English curriculum. Assignments, materials, and lesson presentations are modified based on the student's abilities. As reading comprehension and vocabulary improve, the student concentrates on interest-based contemporary literature and adapted classical literature. Oral and written communication skills are stressed through the writing process. This class is most appropriate for students who have not yet met the reading competency requirement. The goal is to improve skills and move on to a general education English II class. The final exam for this course is the North Carolina English I End-of-Course Test.

ENGLISH II	10222A	1 credit
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This program focuses on fundamental reading and writing skills as prescribed in the tenth grade Wake County English curriculum. Assignments, materials, and lesson presentations are modified based on the student's abilities. As reading comprehension and vocabulary improve, the student concentrates on interest-based contemporary literature and adapted world literature. Oral and written communication skills are stressed through the writing process. This class is most appropriate for students who have not yet met the reading competency requirement. The goal is to improve skills and move on to a general education English III class.

INTRODUCTION TO COMMUNICATION SKILLS (Reading)	10012C	1 credit
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This program focuses on basic reading and writing skills. Assignments, materials, and lesson presentations are modified based on the student's abilities. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, spelling patterns, handwriting, and simple written expression. This course should be available at every high school for students who have not yet passed the reading competency.

MATH (9)	20082M	1 credit
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This curriculum includes problem-solving techniques with a focus on developing the four basic functions. Assignments, materials, and lesson presentations are modified based on the student's abilities.

MATH (10)	20082C	1 credit
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This curriculum includes problem-solving techniques with a focus on developing the four basic functions. Assignments, materials, and lesson presentations are modified based on the student's abilities.

MATH (11)	20082H	1 credit
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This curriculum includes problem-solving techniques with a focus on developing the four basic functions. Assignments, materials, and lesson presentations are modified based on the student’s abilities.

MATH (12)	20082E	1 credit
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This curriculum includes problem-solving techniques with a focus on developing the four basic functions. Assignments, materials, and lesson presentations are modified based on the student’s abilities.

RESOURCE INTRODUCTORY MATHEMATICS	20202A	1 credit
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The Resource Introductory Mathematics curriculum includes problem-solving techniques, simplification of numerical expressions, integer operations, number theory, graphs, concept of variables, concept of equation and inequality, pattern recognition, proportional reasoning, measurement, geometry, and rational numbers. Assignments, materials, and lesson presentations are modified based on the student’s abilities.

VOCATIONAL EXPERIENCE	95612R	1 credit
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VOCATIONAL EXPERIENCE	95612O	2 credits
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VOCATIONAL EXPERIENCE	95612K	3 credits
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This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidences Prerequisites: (1) work related behaviors, (2) employment adjustment.

OCCUPATIONAL COURSE OF STUDY

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

OCCUPATIONAL PREPARATION I	92400A	1 credit
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This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career – Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCCUPATIONAL PREPARATION II	92410A	2 credits
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This course emphasizes the development of skills generic to all careers including resource management, communication, interpersonal skills, technology, stamina, endurance, safety, mobility, motor, teamwork, sensory, problem-solving, cultural diversity, information acquisition/management, and self-management. This course focuses on providing students with a repertoire of basic skills that serve as a foundation for future career application. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined. Students must schedule 2 periods.

OCCUPATIONAL PREPARATION III	92420A	2 credits
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This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. Students must schedule 2 periods.

OCCUPATIONAL PREPARATION IV	92430A	1 credit
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This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their higher school experience.

OCCUPATIONAL ENGLISH I	92100A	1 credit
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Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations. In Occupational English I, students:

- Expand basic telephone skills for work and home.
- Write complete simple and compound sentences.
- Take and support positions of self-advocacy.
- Read a variety of materials to gain information and perform tasks.
- Read basic functional vocabulary terms.
- Employ accurate manuscript and cursive letter formation.
- Exhibit ethical behavior in the use of computer technology.
- Develop effective interviewing.

OCCUPATIONAL ENGLISH II

92110A

1 credit

Students in Occupational English II analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts. Occupational English II students:

- Give and request verbal directions.
- Demonstrate appropriate communication skills when addressing peers.
- Write sentences to form paragraphs.
- Read and comprehend information found in a variety of printed materials.
- Use basic word processing skills for written communication.
- Expand self-advocacy skills.

OCCUPATIONAL ENGLISH III

92120A

1 credit

Application of these

Occupational English III helps students to read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition, students:

- Expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living and employment tasks.
- Visually gain information from a variety of graphic material.
- Expand reading and writing of functional vocabulary.
- Expand comprehension of a variety of printed material.
- Demonstrate oral communication skills needed for a work environment.
- Write formal and informal letters.

1 credit

OCCUPATIONAL ENGLISH IV

92130A

1 credit

Occupational English IV integrates oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. Occupational English IV students:

- Expand verbal communication skills.
- Write logical and sequential reports.
- Expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms.
- Read and comprehend directions and other printed material for daily living and employment tasks.
- Complete personal forms and applications.
- Use computer technology to enter and edit information on a spreadsheet and to communicate online.
- Produce complete personal portfolios.

OCCUPATIONAL MATHEMATICS I

92200A

1 credit

Occupational Mathematics includes the study of:

- Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions, and percents.
- Financial Management: recognizing and identifying basic financial information.
- Time and Measurement.
- Independent Living.
- Technology.

Students acquire these skills through hand-on approaches and cooperative learning within the classroom and community. skills is necessary for independent living and successful employment.

OCCUPATIONAL MATHEMATICS II	92210A	1 credit
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Occupational Mathematics II continues from Occupational Mathematics I the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement, and independent living using technology, hands-on approaches, and cooperative learning.

OCCUPATIONAL MATHEMATICS III	92220A	1 credit
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Occupational Math III emphasizes the application of skills previously learned. In this course students demonstrate application of the skills in the community and places of employment.

OCCUPATIONAL LIFE SKILLS SCIENCE I	92310B	1 credit
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Life Skills Science I is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students also receive instruction in the provision of first aid and accessing medical care. Students have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

OCCUPATIONAL LIFE SKILLS SCIENCE II	92320B	1 credit
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Life Skills Science II is designed to develop basic, functional knowledge of science concepts in the areas of earth science, environmental science, and physical science. Students also develop skills in the area of healthy relationships. Students have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and the workplace.

OCCUPATIONAL SOCIAL STUDIES I	92450A	1 credit
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This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizen and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

OCCUPATIONAL SOCIAL STUDIES II	92460A	1 credit
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This course is designed to teach the students concepts and skills related to self-advocacy and self-determined, which are essential for achieving independence and successful adult outcomes. The course strands are presented in natural progression as follows: self-concept, communication and assertiveness, problem solving, and self-advocacy.

RECOMMENDED CAREER and TECHNICAL EDUCATION COURSES

Recommended prerequisite(s): For Students In The Occupational Course Of Study

These CTE courses have been determined to be appropriate for students in the Occupational Course of Study. These courses are based on modified blueprints and may be repeated for additional credit. Not all courses are available at each high school.

AGRISCIENCE APPLICATIONS	68100A	1 credit
AGRICULTURAL MECHANICS I	68310A	1 credit
ALLIED HEALTH SCIENCES I	72110A	1 credit
APPAREL DEVELOPMENT I	70350A	1 credit
AUTOMOTIVE SERVICE TECHNOLOGY I	75110A	1 credit
AUTOMOTIVE SERVICE TECHNOLOGY II	75120A	2 credits
CAREER MANAGEMENT	61450A	1 credit
CHILD DEVELOPMENT	70650A	1 credit
COLLISION REPAIR TECHNOLOGY I	75210A	1 credit
COLLISION REPAIR TECHNOLOGY II	75220A	2 credits
COMPUTER APPLICATIONS I	64110A	1 credit
CONSTRUCTION TECHNOLOGY I	77210A	1 credit
CONSTRUCTION TECHNOLOGY II	77220A	2 credits
CULINARY ARTS AND HOSPITALITY I	71210A	1 credit
DIGITAL COMMUNICATION SYSTEMS	65140A	1 credit
EARLY CHILDHOOD EDUCATION I	71110A	1 credit
FOODS I - FUNDAMENTALS	70450A	1 credit
FUNDAMENTALS OF TECHNOLOGY	81100A	1 credit
FURNITURE AND CABINETMAKING I	76210A	1 credit
FURNITURE AND CABINETMAKING II	76220A	1 credit
HEALTH TEAM RELATIONS	72100A	1 credit
HORTICULTURE I	68410A	1 credit
HOUSING AND INTERIORS I	70550A	1 credit
MARKETING	66210A	1 credit
MARKETING MANAGEMENT	66220A	1 credit
MASONRY I	77110A	1 credit

MASONRY II	77120A	2 credits
MEDICAL SCIENCES I	72210A	1 credit
PRINCIPLES OF BUSINESS AND PERSONAL FINANCE: BE	62000A	1 credit
PRINCIPLES OF BUSINESS AND PERSONAL FINANCE: ME	66000A	1 credit
PRINTING GRAPHICS I	79110A	1 credit
PRINTING GRAPHICS II	79120A	2 credits
TEEN LIVING	70150A	1 credit

CERTIFICATE COURSES

General Curriculum Adapted

SKILLS IN INDEPENDENT LIVING	40510A	1 credit
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This course is designed to assist students in developing competencies in the following areas: money management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

ENGLISH/LANGUAGE ARTS ADAPTED CURRICULUM	10290C	1 credit
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This course provides development of skills and understanding that enable the student to interact with his/her environment independently to the extent of his abilities. The language arts component encompasses skills for communication and comprehension in functional reading and writing.

MATHEMATICS ADAPTED CURRICULUM	20080E	1 credit
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This course provides development of skills and understanding that enable the student to interact with the environment independently to the extent of his abilities. The mathematics component includes recognizing and using numbers, comparing attributes of objects, estimating and measuring, recognizing and using shapes and positions, collecting and interpreting data, and sorting and patterning.

VOCATIONAL EXPERIENCE	95610K	1 credit
VOCATIONAL EXPERIENCE	956105	2 credits
VOCATIONAL EXPERIENCE	95610C	3 credits

This course is for students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidence Prerequisites are: (1) work related behaviors, (2) employment adjustment.

FUNCTIONAL SOCIAL STUDIES/SCIENCE	04300C	1 credit
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This course is designed to assist students to develop a store of general knowledge of their world in the areas of social studies and science. Topics focus on the student's immediate environment (school and community).

EMPLOYMENT ADJUSTMENT	95610O	1 credit
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Students participate in on-campus jobs based on IEP goals to build job related skills.

WORK RELATED BEHAVIOR	95610F	1 credit
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This curriculum concentrates on work related behaviors. The school setting environment is organized to promote independence and skill building. Students are assisted in developing a sense of organization, dependability, speed, and quality of production as reflected in a student's IEP.

SOCIALIZATION LEISURE SKILLS	95610Q	1 credit
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The socialization curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student's recognition of himself as a valuable asset to society. The purpose of leisure education is to assist students in developing the skills necessary to enjoy leisure time with opportunities for learning about leisure, developing leisure skills, and practicing the skills in actual leisure environments.

INDEPENDENT STUDY EXCEPTIONAL CHILD	00010C	1 credit
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Recommended prerequisite(s): Teacher recommendation

The student works independently in a special area of concentration determined by the student IEP goals and objectives.

ADAPTED COMPUTERS	25010A	1 credit
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This curriculum is designed to provide the student with basic knowledge of a computer as a business and personal tool through the use of computer software. Jobs in the computer field are explored. The use of the computer as a source of leisure activities is also incorporated.

ADAPTED PHYSICAL EDUCATION **90150A** **1 credit**

This course is designed to help students receiving special education services develop physical and social skills. The student learns to understand and accept limitations; correct problems where possible, develop skills in sports and games suitable to limitations, and develop knowledge and appreciation of body mechanics.

NOTE: The following certificate course numbers are provided for those very unusual cases when a student is in a general education class with modifications that alter the requirements of the course.

ENGLISH I **10211B** **1 credit**

ENGLISH II **10221A** **1 credit**

ENGLISH III **10231B** **1 credit**

ENGLISH IV **10241A** **1 credit**

The English program focuses on students demonstrating knowledge of personal information and reading survival words in the areas of employment, safety, personal needs, and transportation. Reading comprehension skills focus on understanding information from newspapers, manuals, applications, credit agreements, and nutritional sources. In the area of writing, students demonstrate the skills needed to write a personal letter; complete forms related to employment, medical, and social services; and write letter requesting information. Students also demonstrate effective listening skills needed for employment and community living.

MATH (9) **20081J** **1 credit**

MATH (10) **20081B** **1 credit**

MATH (11) **20081C** **1 credit**

MATH (12) **20081M** **1 credit**

Math 9 - 12 focus on using basic skills in the areas of addition, subtraction, multiplication, and division in daily living situations. Students learn to keep basic personal and work-related financial records, use a calculator, understand the use of credit and banking services, and calculate taxes. Use of linear, volume, and measurement skills in employment and daily living situations are addressed.

PHYSICAL SCIENCE **30101C** **1 credit**

BIOLOGY/SCIENCE **30201B** **1 credit**

EARTH SCIENCE **30801A** **1 credit**

Physical Science, Biology/Science, and Earth Science follow the North Carolina Standard Course of Study with modifications for individual needs.

SCIENCE (12) **30801B** **1 credit**

Science 12 addresses the following topics: safety and first aid in the home, community and job; prevention and treatment of illnesses; awareness of the dangers in using alcohol, tobacco and drugs; human growth stages and basic human anatomy; and environmental issues.

CIVICS AND ECONOMICS **40521A** **1 credit**

WORLD HISTORY **40241A** **1 credit**

UNITED STATES HISTORY **40211B** **1 credit**

Economics, Law, and Politics, World Civilizations, and United States History follow the North Carolina Standard Course of Study with modifications for individual needs.

SOCIAL STUDIES (12) **40101D** **1 credit**

Social Studies 12 focuses on students' civil and legal responsibilities and their legal rights, as well as an understanding of the local, state, and federal government. Map skills include locating towns and landmarks, identifying directions, and explaining abbreviations and symbols.

INDEPENDENT STUDY EXCEPTIONAL CHILD **00011B** **1 credit**
Recommended prerequisite(s): Teacher recommendation

The student works independently in a special area of concentration determined by the student's IEP goals and objectives.

OTHER CREDIT PROGRAMS

ACADEMIC DECATHLON **95202B** **1 credit**

The purpose of the Academic Decathlon class is to prepare students to participate on a nine-member team that competes in a ten-event competition. This class is open to students in grades 9-12 who may participate on a team as Honors, Scholastic, or Varsity students as defined by the United States Academic Decathlon guidelines for grade point averages. It encourages students to develop a greater respect for knowledge, promotes wholesome competition in academic areas of study and interests, and stimulates intellectual growth and achievement.

COMMUNITIES IN SCHOOLS I **95202F** **1 credit**

The Communities In Schools I program provides at-risk students an opportunity to experience success in school, to improve attitudes and behaviors that contribute to successful learning and living, and to access health and social services support. Tutoring and mentoring by volunteers from the community are part of this course. Study skills, life skills, and employability skills are addressed. Shadowing opportunities are offered and guest speakers, field trips, and workshops provided by community agencies contribute to the curriculum. With extra support and encouragement, students work towards helping themselves be successful.

COMMUNITIES IN SCHOOLS II **95202G** **1 credit**

The Communities In Schools II program provides at-risk students who have demonstrated a need for additional assistance beyond CIS I an opportunity to improve attitudes and behaviors that contribute to successful learning and living. Tutoring and mentoring, guest speakers, and field trips are continued in the second-level course. Extra support and encouragement are always emphasized.

FRESHMEN SEMINAR **952025** **1 credit**

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

FUTURE TEACHING SCHOLARS PROGRAM **95202L** **1 credit**

The Future Teaching Scholars Program is a special opportunity for selected seniors from all high schools in Wake County who are interested in becoming teachers. Students should apply at the end of the junior year. A county selection team selects students who participate in the program. Scholars assist a master teacher in a preferred subject area/grade level during the last period of the school day in his/her base school. The program provides counseling and summer experiences in the Wake County Public School System (tutors in summer school, research projects, etc.) during the students' college years. The goal of the program is to provide training and financial assistance to these scholars as they prepare to return to teach in Wake County. Applications for the program are available through the Guidance Department.

TEACHER CADET **952024** **1 credit**

This course is designed as an introduction or orientation to the teaching profession. Students observe and participate in public school classrooms. They learn about various personnel in the educational system and their responsibilities. An addition, they discuss both positive and negative aspects of teaching as a career and complete and discuss self assessments in order to obtain clear pictures of their personal interests and abilities.

SEMINAR **952025** **1 credit**

This course is designed as an integrated follow-up to two or more courses. Students reinforce and expand their knowledge of the content of the specified courses through a Paideia-like, seminar format.

SEMINAR (HONORS) **10295D** **1 credit (HN)**

This course is designed as an in depth, integrated follow-up to two or more advanced placement (AP) courses for students preparing for AP testing. Students, through extensive research, writing, and discussion, expand and reinforce their knowledge of the content and concepts for specified AP courses. In addition, students explore the interrelationship of the specified AP courses through a Paideia-like, seminar format.

SECOND LANGUAGE PROFICIENCY

Students may demonstrate proficiency in order to meet the Second Language requirement of the College/University Prep Course of Study through transcript or examination.

SECOND LANGUAGE PROFICIENCY I: ASL	10952E	0 credit
SECOND LANGUAGE PROFICIENCY II: ASL	10962D	0 credit
SECOND LANGUAGE PROFICIENCY I: SAT II	10952D	0 credit
SECOND LANGUAGE PROFICIENCY II: SAT II	10962C	0 credit
SECOND LANGUAGE PROFICIENCY I: TRANSCRIPT	1095CA	0 credit
SECOND LANGUAGE PROFICIENCY II: TRANSCRIPT	10962B	1 credit

UNIVERSITY COURSES

The following courses are available through dual enrollment for academic enrichment at the college level. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **These are deemed advanced level courses (third or fourth year) at the college level and will be awarded two additional quality points.**

ADVANCED UNIVERSITY ARTS	95767B	1 credit
ADVANCED UNIVERSITY COMPUTER SCIENCE	95767C	1 credit
ADVANCED UNIVERSITY ENGLISH	95767D	1 credit
ADVANCED UNIVERSITY FOREIGN LANGUAGE	95767E	1 credit
ADVANCED UNIVERSITY HISTORY	95767F	1 credit
ADVANCED UNIVERSITY MATH	95767G	1 credit
ADVANCED UNIVERSITY SCIENCE	95767H	1 credit

The following courses are available through dual enrollment for academic enrichment at the college level. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **These are deemed introductory courses (first or second year) at the college level and will be awarded an additional quality point.**

INTRODUCTORY UNIVERSITY ARTS	9576JH	1 credit
INTRODUCTORY UNIVERSITY COMPUTER SCIENCE	9576JI	1 credit
INTRODUCTORY UNIVERSITY ENGLISH	9576JJ	1 credit
INTRODUCTORY UNIVERSITY FOREIGN LANGUAGE	9576JK	1 credit
INTRODUCTORY UNIVERSITY HISTORY	9576JL	1 credit
INTRODUCTORY UNIVERSITY MATH	9576JM	1 credit
INTRODUCTORY UNIVERSITY SCIENCE	9576JN	1 credit
INTRODUCTORY UNIVERSITY AGRICULTURAL EDUCATION	6998W	1 credit
INTRODUCTORY UNIVERSITY BUSINESS TECHNOLOGIES	6498W	1 credit
INTRODUCTORY UNIVERSITY FAMILY & CONSUMER SCIENCES EDUCATION	7098W	1 credit
INTRODUCTORY UNIVERSITY HEALTH SCIENCES	7398W	1 credit
INTRODUCTORY UNIVERSITY TECHNOLOGY EDUCATION	8998W	1 credit
INTRODUCTORY UNIVERSITY TRADE & INDUSTRIAL EDUCATION	7898W	1 credit

The following courses are available through dual enrollment for academic enrichment at the community college. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **These courses will be awarded an additional quality point.**

COMMUNITY COLLEGE ENGLISH/ FOR. LANGUAGE	1999IA	1 credit
COMMUNITY COLLEGE MATH	2499IA	1 credit
COMMUNITY COLLEGE SCIENCE	3999IA	1 credit
COMMUNITY COLLEGE SOCIAL STUDIES	4999IA	1 credit
COMMUNITY COLLEGE ARTS	5999IA	1 credit
COMMUNITY COLLEGE BUSINESS	6999IA	1 credit
COMMUNITY COLLEGE HEALTH/FACS	7399IA	1 credit
COMMUNITY COLLEGE HEALTH/PE	9199IA	1 credit
COMMUNITY COLLEGE AGRICULTURAL EDUCATION	6999I	1 credit
COMMUNITY COLLEGE BUSINESS TECHNOLOGIES	6499I	1 credit
COMMUNITY COLLEGE FAMILY & CONSUMER SCIENCES EDUCATION	7099I	1 credit
COMMUNITY COLLEGE HEALTH SCIENCES	7399I	1 credit
COMMUNITY COLLEGE TECHNOLOGY EDUCATION	8999I	1 credit
COMMUNITY COLLEGE TRADE AND INDUSTRIAL EDUCATION	7899I	1 credit

LEARN AND EARN ONLINE ENGLISH/FOR. LANGUAGE	1999TA	1 credit
LEARN AND EARN ONLINE MATH	2499TA	1 credit
LEARN AND EARN ONLINE SCIENCE	3999TA	1 credit
LEARN AND EARN ONLINE SOCIAL STUDIES	4999TA	1 credit
LEARN AND EARN ONLINE ARTS	5999TA	1 credit
LEARN AND EARN ONLINE BUSINESS	6499T	1 credit
LEARN AND EARN ONLINE AGRICULTURAL EDUCATION	6999T	1 credit
LEARN AND EARN ONLINE FAMILY & CONSUMER SCIENCES EDUCATION	7099T	1 credit
LEARN AND EARN ONLINE HEALTH SCIENCES	7399T	1 credit
LEARN AND EARN ONLINE TECHNOLOGY EDUCATION	8999T	1 credit
LEARN AND EARN ONLINE TRADE & INDUSTRIAL EDUCATION	7899T	1 credit
LEARN AND EARN ONLINE HEALTH/PE	9199TA	1 credit

The following courses are available through dual enrollment for academic enrichment at the University of North Carolina-Greensboro. Written approval of parents/court appointed custodians and the principal are required prior to enrollment in these courses. **These courses will be awarded an additional quality point.**

UNCGi ARTS	9576WH	1 credit
UNCGi COMPUTER SCIENCE	9576WI	1 credit
UNCGi ENGLISH	9576WJ	1 credit
UNCGi FOR. LANGUAGE	9576WK	1 credit
UNCGi HISTORY	9576WL	1 credit
UNCGi MATH	9576WM	1 credit
UNCGi SCIENCE	9576WN	1 credit



Schedule of Courses 2009 - 2010

UNCG iSchool is an award-winning, nationally accredited program that gives high school juniors and seniors a head start on their college education – at no cost. The N.C. State Legislature funds both tuition and textbooks for UNCG iSchool students in North Carolina’s public high schools.

Students are able to take the same university classes that are offered on campus – but offered online as part of the regular school day. They earn credit from both their high school and UNCG. With a UNCG transcript and a grade of C or higher, they can transfer the credit-hours they earn to the college or university of their choice*. These are college courses, and as such, require student motivation and academic responsibility.

For an interactive course catalog, demonstration and instructions on how to register, visit:
<http://ischool.uncg.edu>

ATY 213 Cultural Anthropology (3 Credit Hours)

What is wrong with the rest of the world that it doesn’t think or act like we do? With as much as we share biologically with people everywhere in the world, it’s astounding how many radically different cultures there are and how little we know about most of them. Explore the meaning of “being human” from the rainforests of the Amazon to the deserts of Central Asia, from great cities to humble villages – put your own cultural biases to the test as we examine the enormous diversity of our little planet.

BCN 225 Masterpieces of Cinema (3 Credit Hours)

Movies have influenced style, morality and public opinion from the earliest days of flickering black-and-white images up through today’s digital blockbusters. Take a cinematic journey through the annals of film and examine the movies as an art form. Learn to deconstruct the components of a film and critically analyze the contributions of writers, directors and cinematographers as you view some of the most important films of all time. (MPAA Rating of PG-13 or lower)

DCE 200 Dance Appreciation (3 Credit Hours)

Dance is a form of self and cultural expression that has roots in every society from the most primitive to the most modern. It conveys every emotion from grief to joy and has given meaning and identity to peoples since the dawn of time. As with every art form, there are basic elements that need to be understood before we can truly appreciate dance for what it is and why it is. Movement and music are forever linked in most people’s minds, but dance is also tied to many visual art forms as well. Experience dance as an observer and as a participant.

ESS 220 Physical Fitness for Life (3 Credit Hours)

Every time you open the newspaper or turn on the TV you read or hear about the latest health crisis in our society: obesity, heart disease, diabetes, you name it. The truth is that many health problems can be avoided or lessened by developing and committing to a physical fitness program that we can live with and enjoy (yes, enjoy) throughout our lifetimes. It’s never too late to start. A healthier, happier life can be yours by starting today, and we’ll show you how to begin planning your physical fitness program.

MUS 100 Music Appreciation (3 Credit Hours)

Music Appreciation is an exciting and unexpected journey through Western music. The tuneful town of Musicopolis is holding its annual music festival and you’re invited. The town’s eccentric and eclectic characters take you through the forms, eras and styles of Western music where you’ll meet important composers and hear some of their major works. You don’t need any musical training so come along, the festival is about to begin.

PHI 121 Contemporary Moral Problems (3 Credit Hours)

One of the quickest ways to find an argument is to pick an issue, any issue, and defend one side of it. As our society becomes more complicated, we frequently find our communities polarized by topics in today's newspaper. Last week's hot-button issue is quickly replaced by this week's. As active participants in society we feel compelled to weigh in on one side or the other, armed only with the tiniest bit of information. Where do you stand (or think you stand) on topics such as abortion, euthanasia, global warming, war, sexual mores, capital punishment and a host of others? There is always more to every story than meets the eye (or ear) and as responsible citizens we must learn more than we can get from thirty-second sound bites.

PSC 100 American Politics (3 Credit Hours)

Americans approach politics with a unique set of assumptions and values. What is it that sets Americans apart from the rest of the world? And how is this game of politics played? How do our formal and informal institutions interact with one another to create policy? Political Science 100 is a survey of American political culture, constitutional development, and the structure and functions of our national government and informal institutions, such as political parties. At the end of this course students will be able to explain the distinctive and unusual features of America's democracy, and the importance of the Constitution as a foundation for the system.

PSC 105 Political Issues (3 Credit Hours)

Are you a Socialist, an Anarchist, or a Libertarian? Would you torture your fellow man? Experience political science like never before. Examine political ideologies and competing theories about freedom, justice and equality throughout history and around the world. Challenge your political opinions and rethink your responsibilities using introspective examinations of current global political issues including gay marriage, universal healthcare, torture, and terrorism. Using interactive multimedia case studies, logic trees, and a final comprehensive game, PSC 105 will capture your imagination, elevate your critical thinking skills and transform your ideological core. Defy yourself. Define yourself.

PSY 121 General Psychology (3 Credit Hours)

This course will survey the many subtopics that together comprise the modern science of psychology. We will begin by looking at how the science of psychology is conducted, then exploring such areas as the nervous system, perception, learning, conditioning, memory, language, thinking, problem-solving, motivation and emotion. The course concludes with a focus on social influences on thinking and behavior, and on the nature of psychological disorders and their treatment.

SOC 101 Introduction to Sociology (3 Credit Hours)

Peter Berger once claimed, "It can be said that the first wisdom of sociology is this – things are not what they seem." In other words, the sociological point of view is not part of our culture in the U.S. Most of us believe that human behavior, feeling, and thinking are psychological or individual in origin. Sociology, on the other hand, sees the influence of social factors on human behavior, emotion, and thought. The objective in this course is to see the world through social lenses.

SOC 201 Social Problems (3 Credit Hours)

A trouble, something that bothers us, affects us personally. An issue, something that bothers a group, community, or society, affects us socially. Troubles and issues are intricately connected. I'm overweight; it's a personal trouble. Fifty-eight percent of adult Americans are overweight; it's a social issue. This course examines social problems as both troubles and issues. As troubles, we look closely at how race, food, disease, income, alcohol, and other problems modify and change our personal lives. As issues, we look at how these troubles are linked to broader social, cultural, and historical patterns.

*UNCG iSchool course credit transfers anywhere UNCG credit is accepted. If you are unsure, we suggest contacting the institution to find out exactly how it will transfer. If a student chooses to attend UNCG, they retain the course grade along with credit hours.

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