

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL

**University Connections:
School of Design, Arts & Engineering
An IB World School**



COURSE DESCRIPTION & PLANNING GUIDE

2026-2027

HIGH SCHOOL PLANNING GUIDE

2026-2027

The Southeast Raleigh Magnet High School Course Description Guide is designed to provide information to help each student with choosing courses that lead to a meaningful high school education. We encourage you to review the complete guide. Southeast’s course descriptions and class offerings are subject to change and all courses are not offered every year.

The WCPSS High School Program Planning Guide was used as a reference for the content in this Guide.

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AN OVERVIEW OF THE SOUTHEAST RALEIGH MAGNET PROGRAM

At SRMHS, blending **University Connections** with **Design, Arts, and Engineering** creates a challenging and dynamic environment for all students. Emphasizing leadership and character development, along with engaging college and career pathways, students maximize their potential as global citizens and strong community leaders. Corporate and university partnerships, mentoring, and support strongly enhance this magnet theme. Through this unique magnet model, students are provided skills training for college and the workplace that are increasingly dependent upon technology, creativity, innovations, and leadership. In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and critical thinking skills. Citizenship and service are a fundamental component for IB Diploma students. Students earning an International Baccalaureate Diploma have an internationally recognized degree which broadens their access to colleges around the world.

OUR VISION

Educate and empower the next generation of high school graduates to become globally-minded lifelong learners prepared for the competitive and evolving workforce.

OUR MISSION

Southeast Raleigh Magnet High School will create a community centered around developing global citizens who are diverse and lifelong learners that will be able to thrive and serve in an ever-changing society.

SRMHS School Facts

- Corporate, Community, and University partnerships for mentoring and support
- Accreditation by Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- Offers Magnet Advanced Placement (AP), International Baccalaureate (IB) and Career Academy courses

GRADUATION REQUIREMENTS CHART

Content Area	Students entering 9th Grade in 2022-2023 are eligible to graduate in 3 years (22 Credits)	Entered 9th Grade 2020-2021	Occupational Course of Study (OCS) Entered 9th Grade 2021-2022
	Entered 9th Grade 2021-2022 or later FUTURE-READY CORE		
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the students' post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</i>	4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the students' post high school plans. In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.	4 Credits Introduction to Mathematics, NC Math 1, Financial Management, Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits Applied Science, Biology, Employment Preparation I: Science (to include 150 work hours)
Social Studies	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, American History, World History	4 Credits A founding principles course which shall be either: American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy An American history course which shall be either: American History I OR American History II OR American History World History Economics and Personal Finance NOTE: It is strongly recommended that these Students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-22. Economics and Personal Finance is strongly recommended to be offered later in the student's high school career.	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A (to include 75 work hours) Employment Preparation II: Citizenship IB (to include 75 work hours)
Health & Physical Education	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGSho 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.
Two Elective Combination	2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages	2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages	2 Additional Employment Preparation Education credits Employment Preparation III: Citizenship II A (to include 75 work hours) Employment Preparation III: Citizenship II B (to include 75 work hours) The work hours included in Employment Preparation I, II, III, IV shall be as follows: -150 hours of school-based training work with activities and experiences that align with student's post school goals, and

			-225 hours of community-based training, and -225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours. -Total work hours: 600
Four Electives	4 Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	Four Elective credits from the following: (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	4 Credits CTE Electives Credits A career portfolio Completion of the student's IEP objectives
Total	22 Credits	22 Credits	22 Credits

Recommended 26 credits for High School completion

Special Graduation Requirement Notes

NOTE 1: Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12.

- Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After-school activities or partial courses do not fulfill this graduation requirement.
- Students who transfer into a public-school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

NOTE 2: One credit of Computer Science instruction to the North Carolina Graduation Requirements starting for students entering ninth grade in the 2025–2026 school year.

- This will not increase the total number of credits but reduces the total required number of elective credits by one.
- The course(s) that meet the graduation requirement provided may be offered to middle school students and would fulfill the requirement.
- **Only accepted courses on the DPI Accepted Computer Science Courses Form can satisfy this requirement.**

NOTE 3: CPR Requirement

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation by the 2014-2015 school year.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

NOTE 4: Career Development Plan

- The State Board of Education established a minimum requirement for career development plans. WCPSS must provide access to all career development plans through a designated electronic application. Career development plans shall be created in a student's 8th grade year and 10th grade year.

Scheduling High School Courses for Middle School Students

As outlined in State Board of Education Policy CCRE-001, students in grades 6-8 have the opportunity to earn high school credit while in middle school. The Wake County Public School System has determined that the following courses will be available to middle school students.

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

Course Name	Course Code if Offered at Middle School or WCPSS Online
English / Language Arts	
English I *	10212Y0
Mathematics	
NC Math 1	21092Y0
NC Math 2 *	22092Y0
NC Math 3 *	23092Y0
Precalculus *	24032Y0
World Languages	
Spanish I	11412Y0
French II	11022Y0
Spanish II	11422Y0

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS following these [Guidelines](#). (See chart for details). **Math courses can be substituted for grade level math courses.**

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

High school courses taken at the middle school level will be placed on the high school transcript. Grades will show as the grade earned. High school courses taken in middle school will count as credits toward high school graduation but will not be counted as a part of the student's high school grade point average (GPA).

* Middle school students do not receive honors credit; however, it is recommended that the student take NC Math 2 and NC Math 3 and English I at the honors level so that they are prepared for the next learning.

High School Courses for Middle School Students: Frequently Asked Questions (FAQ)'s

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

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

2. Will the grade earned be included in the student's grade point average (GPA)?

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

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

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

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

4. Do exploratory world language classes (6th Grade, 9 week) count toward earning high school credit?

No. Exploratory or Introductory world (foreign) language classes do not count toward earning high school credit due to the limited amount of instructional time.

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

Successful completion of all courses included in the Level I curriculum series.

6. Are students required to take a final exam for world language course(s)?

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

7. Is there a math placement exam?

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

8. Are students required to take a standard exam for math course(s)?

Students taking NC Math 1 must take the NC Math 1 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.

9. Is there an English Language Arts placement exam?

No. Students who successfully complete English Language Arts courses may be placed in the next level of English Language Arts based on middle school ELA placement guidelines.

10. Are students required to take a standard exam for ELA course(s)?

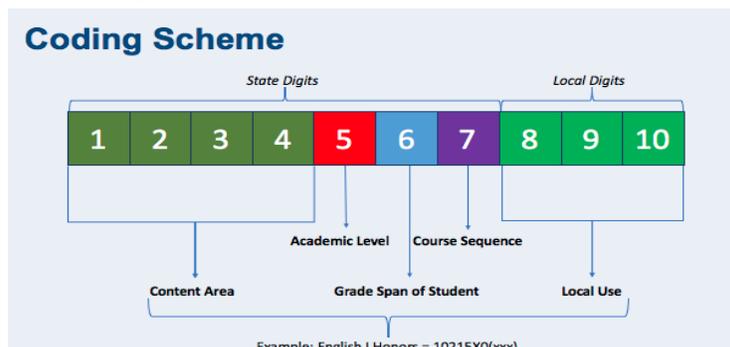
Students taking English I must take a final exam which counts as 20% of their final grade.

11. Will the High School Arts Graduation appear on Transcripts?

Yes, they will appear on all transcripts starting with the 2025-2026 9th grade graduating class. More information can be found by contacting your school's counselor.

Understanding a High School Course Code

NCDPI 7 Digit Code



Example: 10212X0

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

0 = nonspecific subjects

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

2 = Mathematics

3 = Science

4 = Social Studies

5 = Arts

6 = Health/PE

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

K Alpha = Career and Technical Education courses

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

Standard Course of Study.

C = Community

College U = University or

College A = Advanced Placement

I = International Baccalaureate (IB) (does not include CTE)

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

2 = standard weight; no additional quality point

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

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

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

A = Extended Content Standards; no additional quality point

B = Occupational Course of Study; no additional quality point

**Refer to chart on Page 17 for new quality point breakdown based on 9th Grade Entry Date

The sixth digit indicates the current level of the student.

Z = elementary

Y = middle

X = high

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

The seventh digit indicates various course sequence information.

- Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two-year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.
 - Example: A three-course sequence for the CTE Modern Plumbing Part A; Modern Plumbing Part B; Modern Plumbing Part C courses. Each course may be taken and awarded credit individually without completing all three.
- The eighth through tenth digits are for District use only.

Endorsements

Students have the opportunity to earn Endorsements to their High School Diploma ([GRAD-007](#)). Students must meet all requirements set forth in [State Board Policy GRAD-004: State Graduation Requirements](#) related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

Career Endorsement Requirements

- Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain;
- The student shall complete a CTE concentration in one of the approved CTE Career Pathways;
- The student shall earn an unweighted grade point average of at least 2.6;
- The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments or another appropriate industry credential/certification; and
- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

College Endorsement Requirements

Option #1

- The student shall complete Future-Ready Core mathematics sequence. The fourth math course must meet the University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing math class under the North Carolina Community College System's Multiple Measures Placement Policy.
- The student shall earn an unweighted GPA of at least 2.6.

Option #2- College/UNC Endorsement

- The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements;
- The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course;
- The student shall complete U.S. History or equivalent coursework;
- The student shall complete two additional academic courses from English, mathematics, science, social studies, world languages, or computer sciences;
- Students shall earn a weighted grade point average of at least 2.5; and
- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

Global Languages Endorsement

The student shall demonstrate mastery of the English language with one of the following:

- complete English IV or equivalent course and earn a cumulative, unweighted grade point average of at least 2.5 for all English coursework required for graduation; or
- use the Credit by Demonstrated Mastery ([CCRE-001](#)) to complete the English IV course required for graduation; or
- take a nationally norm-referenced external exam approved by NCDPI and achieve a score that meets the English requirement as noted on the approved list.

The student shall demonstrate mastery of a World Language by earning Intermediate Mid proficiency or higher on the ACTFL proficiency scale in each language with one of the following:

- complete a Level IV or higher course in a World Language and earn a cumulative, unweighted grade point average of at least 2.5 for all World Language coursework in that language; or
- use the Credit by Demonstrated Mastery policy to complete a Level IV or higher course in a World Language, including the home and heritage languages used across North Carolina; or
- take a nationally or internationally norm-referenced external exam approved by NCDPI and achieve a score of Intermediate Mid or higher in that language.

NEW: Arts Proficiency Endorsement

In June 2024, the State Board of Education approved the Arts Education Proficiency Diploma Endorsement. The requirements are based on legislation. The Arts Education Quick Guide provides direction for LEAs implementing procedures for the 2024-25 school year. The document includes a student form for documenting the 40 hours of arts-related extracurricular activities as well as clarification on what activities can be approved by the local school board.

Quick Guide: go.ncdpi.gov/AE-Endorsement-Guide

40-Hours Form: go.ncdpi.gov/AE-Endorsement-Form

Student requirements are:

1. The student shall complete a minimum of four NCSCOS arts courses.

2. The student shall earn an unweighted GPA of 3.0 or higher in each arts credit.
3. The student shall complete a minimum of 40 hours of arts-related extracurricular activities.
 1. The student shall participate in an arts-related extracurricular activity approved by the LEA/local board of education.
 2. The student shall complete all of the required hours outside of instructional hours.
 3. The student shall not receive any course credit for participation in the activity.
 4. In accordance with State Board guidance, the student shall document the hours on the form provided to local boards of education.

NOTE: The NC-SIS will not be computing the Arts Endorsement this year. LEAs and others may use local processes to award the Arts Endorsement. It will not appear on the transcript this year.

NEW: Citizenship Proficiency Endorsement

In June 2024 and revised in December 2024, the State Board of Education approved the Citizenship Proficiency Diploma Endorsement. The requirements are based on legislation. The Citizenship Proficiency Quick Guide provides direction for LEAs implementing procedures for the 2024-25 school year.

Quick

Guide:

<https://docs.google.com/document/d/1Ns4oSRv2jSakjqI3fQUuNO1ao3S1xJ6LwJxE35WXwQ/edit?usp=sharing>

Student requirements are:

1. The opportunity to earn this endorsement shall be offered to interested Grade 12 high school students once/semester.
2. The PSU shall administer the endorsement test orally, in the format used the U.S. Citizenship and Immigration Services (USCIS) Naturalization Test, using the questions publicly available.
3. The PSU shall select 10 questions from those publicly available.
4. The student shall correctly answer at least 6 out of 10 questions asked of the civics portion of the USCIS Naturalization test.

Resources: [Civics \(History and Government\) Questions for the Naturalization Test](#) (2025 version)

NOTE: The NC-SIS will not be computing the Citizenship Proficiency Endorsement this year. LEAs and others may use local processes to award the endorsement. It will not appear on the transcript this year.

North Carolina Academic Scholars Endorsement

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program (*see chart below*)
- Have an overall four-year unweighted GPA of 3.5 or higher.
- Complete all requirements for a North Carolina high school diploma.

Content Area	Credits	Courses
English	4	English I, II, III, IV
Math	4	NC Math I, II, III, and a higher-level math course with NC Math 3 as a prerequisite
Science	3	Physics or Chemistry, Biology, and Earth/Environmental Science
Social Studies	4	Graduation Requirements for those entering between 2014-15 and 2019-20: World History, American History I & II, and American History: Founding Principles, Civics, & Economics Graduation Requirements for those who entered 9th grade in 2020-21: World History, A Founding Principles course (either Civics & Economics or Civic Literacy), an American History course, Economics and Personal Finance Projected Graduation Requirements for those who enter 9th grade in 2021-22: World History, Civic Literacy, American History, Economics & Personal Finance
Healthful Living	1	Healthful Living I
Electives	6	Two (2) elective credits in a second language required for the UNC System; Four (4) elective credits constituting a concentration recommended from one of the following: Career & Technical Education (CTE), JROTC, Arts Education, Second Languages, and other subject areas
	3	Three higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other honors or above designation courses
	or	
	2	Two higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other honors or above designation courses
Total Credits	25 or 24+ NCGP	

Where any conflicts may exist between this document and the [State Board of Education Policy GRAD-007](#) regarding Endorsements, the State Board Policy will take priority.

University of North Carolina System: Minimum Admission Requirements

The UNC Board of Governors recently adopted a time-limited policy provision that allows a student to meet minimum eligibility requirements for admissions consideration. A student who earns at least a 2.5 weighted high school grade point average OR a minimum test score on either the ACT (19) or the SAT (1010) is eligible for review by any of the 16 UNC System universities. A student must still take either the ACT or the SAT to be considered for admission. All applicants must submit a valid score as part of their application to any individual institution. Please note that while these are the minimum requirements for consideration, they do not guarantee acceptance.

UNC System Minimum Admission Requirements
<p>Six (4) Credits in language, including:</p> <ul style="list-style-type: none"> Four (4) credits in English emphasizing grammar, composition, and literature.
<p>Four (4) credits in mathematics in any of the following combinations:</p> <ul style="list-style-type: none"> NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3 <p>It is recommended that prospective students take a mathematics credit in the 12th grade.</p>
<p>Three (3) credits in science, including:</p> <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
<p>Two credits in social studies, including,</p> <ul style="list-style-type: none"> One (1) credit in United States History <p>An applicant who does not have a credit in US History may be admitted on the condition that at least three (3) semester hours in the subject will be passed by the end of the sophomore year.</p>
<p>Two (2) credits in English, mathematics, science, social studies, world languages, or computer science.</p> <ul style="list-style-type: none"> These courses should be selected in alignment with a student’s academic and career objectives. Completion of two Sequential world language courses are recommended.

Reference: [UNC Minimum Admission Requirements](#)

PROMOTION REQUIREMENTS FOR SOUTHEAST RALEIGH MAGNET HIGH SCHOOL

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

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 credit in social studies; one credit in science; and two additional credits with the completion of a required Career Development Plan (CDP). <i>Effective during the 2024-2025 school year & beyond</i>	12
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

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

Reference: [WCPSS Board Policy 3420, Student Promotion & Accountability](#)

Content Area	Students entering 9 th Grade in 2022- 2023 are eligible to graduate in 3 years (22 Credits)	Entered 9 th Grade 2020-2021	Occupational Course of Study (OCS) Entered 9 th Grade 2021-2022
	Entered 9 th Grade 2021-2021 or later Future Ready Core		
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV
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Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits Applied Science, Biology, Employment Preparation I: Science (to include 150 work hours)
Social Studies	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, American History, World History	4 Credits A founding principles course which shall be either: American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy An American history course which shall be either: American History I OR American History II OR American History World History Economics and Personal Finance NOTE: It is strongly recommended that these students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-22. Economics and Personal Finance is strongly recommended to be offered later in the student's high school career.	4 Credits Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A (to include 75 work hours) Employment Preparation II: Citizenship IB (to include 75 work hours)
Health & Physical Education	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative assessments for students identified by ADA or IDEA will be	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternat	1 Credit* Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. *Accommodations/alternative

	provided.	ive assessments for students identified by ADA or IDEA will be provided.	assessments for students identified by ADA or IDEA will be provided.
Two Elective Combination	2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages	2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages	2 Additional Employment Preparation Education credits Employment Preparation III: Citizenship II A (to include 75 work hours) Employment Preparation III: Citizenship II B (to include 75 work hours) The work hours included in Employment Preparation I, II, III, IV shall be as follows: -150 hours of school-based training work with activities and experiences that align with student's post school goals, and -225 hours of community-based training, and -225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours. -Total work hours: 600
Four Electives	4 Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	Four Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) ROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)	4 Career/Technical Education Elective Credits A career portfolio Completion of the student's IEP objectives
Computer Science	Students entering 9th grade in 2026-2027 are required to successfully complete one credit of Computer Science instruction in compliance with G.S.115C-12(9d) . A complete list of courses that satisfy this requirement can be found here .	Computer Science	

Reference: [NC State Board of Education Policy GRAD-004, State Graduation Requirements](#)

Special Graduation Requirement Notes

NOTE 1: Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12.

- Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After-school activities or partial courses do not fulfill this graduation requirement.
- Students who transfer into a public-school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

NOTE 2: One credit of Computer Science instruction to the North Carolina Graduation Requirements starting for students entering ninth grade in the 2026–2027 school year.

- This will not increase the total number of credits but reduces the total required number of elective credits by one.
- The course(s) that meet the graduation requirement provided may be offered to middle school students and would fulfill the requirement.
- Only accepted courses on the [DPI Accepted Computer Science Courses](#) form can satisfy this requirement.

NOTE 3: CPR Requirement

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation by the 2014-2015 school year.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

NOTE 4: Career Development Plan

- The State Board of Education established a minimum requirement for career development plans. WCPSS must provide access to all career development plans through a designated electronic application. Career development plans shall be created in a student's 8th grade year and 10th grade year.

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 Student Assignment. Students granted a transfer for course selection must provide their own transportation.

Course Withdrawal Penalty

Students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period, a failure (WF) is noted as the grade and the course is counted as a course attempted with no quality points earned. This action will result in a lower grade point average for the student.

Grades, Grade Point Average (GPA), Class Rank & Honors

Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#).

LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP/IB COURSES
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

Students will receive one extra quality point for Community College courses approved by the [Comprehensive Articulation Agreement](#) (CAA). Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point.

Students in selected Project Lead the Way courses will earn one extra quality point. Extra weighting is indicated in the course description. Reference: [NC State Board Policy GRAD-009](#) (section 3)

Grading Scale

The following grading scale applies to all high school courses.

A = 90-100	B = 80-89	C = 70-79	D = 60-69
F = less than 60	I = Incomplete	WP = Withdraw, no penalty	WF = Withdraw, with penalty

There are times when schools must enter historical grades representing courses not taught in NC public schools. These courses may be from sources such as community colleges, colleges/universities, home schools, and private schools. If these courses are recorded with a numeric grade, school districts will use that grade to enter into PowerSchool. However, some of these courses are only documented with letter grades. In those scenarios, the school will use the following conversion chart provided by the North Carolina Department of Public Instruction:

Letter Grade	Numeric Grade Conversion
A, A+, A-	95

B, B+, B-	85
C, C+, C-	75
D, D+, D-	65
F	55

Grading Period, Interims, and Report Cards

Report cards are issued to students every nine weeks. Per [WCPSS School Board Policy 3400](#), interim reports will be issued to all students at the midpoint of each quarter.

Final Exams & NC Assessment Requirements

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

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

In 2026-2027, EOC tests may be administered in the following courses: NC Math 1, NC Math 3, Biology, English II. (Important Note: Students without a valid Biology EOC score or code will be expected to participate in the State EOC administration when enrolling in AP or IB Biology.) To learn more about other tests students might experience in high school, visit the [Testing and Assessments page of the WCPSS website](#).

For the 2026-2027 school year, Students in Grade 12 may be exempt from non-EOC exams based on the following criteria:

- Students must have a projected final grade of B or higher.
- Students must have 10 or fewer absences in the course.
- Students cannot be exempt from state testing including field testing.

The principal (consistent with GS 115C-288) has final authority to determine a student's exemption status.

Grade Point Average (GPA)

A student's grade point average (GPA) is calculated by adding all quality points earned while in high school (grades 9-12) and dividing by the number of courses taken. The weighted GPA includes any additional quality points earned by taking Honors/AP/IB courses, while the unweighted GPA does not include any additional quality points. Courses that are assigned Ps and credits earned via Credit by Demonstrated Mastery (CDM) do not count towards the overall GPA. Students who have questions about how their GPA is calculated should meet with their counselor.

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 parent, and to other institutions, such as colleges/universities, for the purpose of college / university admission and/or scholarships.

Senior Honors rank is calculated and awarded in accordance with Policy 3450, Class Rankings. Class rank in WCPSS is determined by the weighted cumulative grade point average (GPA), which includes all high school credit courses a student has completed and recorded on the official transcript. Each course grade is assigned quality points based on its level: standard courses follow a 4.0 scale, honors courses receive an additional 0.5 quality point, and Advanced Placement (AP), International Baccalaureate (IB), college-level (CCP) courses included on the most recent Comprehensive Articulation Agreement Transfer list, and courses taught at four-year universities and colleges receive an additional 1.0 quality point. The weighted GPA is calculated by dividing the total quality points earned by the number of courses attempted. Once GPAs are calculated for all students in a cohort, students are ranked in descending order, with the highest GPA earning rank one. Students who have identical GPAs share the same rank, and the next rank is adjusted accordingly. Official class rank is recalculated at the end of each semester and is reflected on the official high school transcript. This program guide designates courses with weighted credit as "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.

Latin Honors

The State of North Carolina requires class rank to appear on each student's official transcript; however, WCPSS uses the Latin honors system—Cum Laude, Magna Cum Laude, and Summa Cum Laude—to designate senior academic honors at graduation.

For students graduating at the end of eight semesters, all WCPSS high schools will determine senior honors based on the weighted GPA at the end of the first semester of the graduating year (semester 7). If a student believes their final-semester courses may impact their honors status, they may request that the school review their transcript and final grades. If the updated grades result in a new or higher recognition, the school will honor that change. Please note that updates to honors status can only be reflected in the printed graduation program up to a specific cutoff date, as those materials are finalized before graduation.

Students who qualify for honors will not have their recognition removed if their GPA decreases during the final semester. For mid-year graduates, schools will use the same process, basing honors on the weighted GPA from the last completed semester. The principal has final approval of all honors designations.

WCPSS will designate the following senior honors in lieu of naming a Valedictorian or Salutatorian:

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

cum laude. Reference: [WCPSS School Board Policy 3450, Class Rankings](#)

Transfer Credit

Students transferring into a Wake County Public School System (WCPSS) 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. Courses taken in grades 6-8 that 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 student's GPA will be computed with courses taken during the high school years.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses as aligned with State Board Policy [CCRE.001](#).

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 a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current WCPSS High School Planning Guide.

Students transferring from a non-public school accredited by the Southern Association of Colleges and Schools (SACS) or from its regional equivalents* into the WCPSS will receive:

- A. Credit for all courses approved by the sending school.
- B. Weighted credit for a course designated by the sending school system as Honors or AP only if a comparable course is designated Honors or AP in the current WCPSS High School Planning Guide.

Upon review and approval by the principal, students transferring into a WCPSS school from a non-public school not accredited by Southern Association of Colleges and Schools (SACS) or from its regional equivalents* or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school within the following guidelines:

- A. Documentation must be provided to the receiving WCPSS school by the sending school as to the course of study the student followed, materials used, work samples, 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 nor 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 currently enrolled as a WCPSS student has filed a written request with the principal to receive credit. That request must include at minimum (1) the course name the student will participate in as a part of the study abroad, (2) the content outline, and (3) the aligned course within the High School Program Planning Guide. The principal must approve this request before the study abroad experience.
- C. Grades will be recorded in accordance with this R&P.

Current WCPSS students who take courses for credit outside the Wake County Public School System must have prior approval before those courses can be considered for transfer to the WCPSS transcript. This will happen in alignment with [Policy 3101](#), Dual Enrollment, and its related R&P.

To the extent possible, students who transfer among schools in Wake County or transfer into the WCPSS in the middle of an academic year will be enrolled in courses similar to those in which they were enrolled at their previous school. If, 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. Determinations 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*

Transcripts

WCPSS high schools use the College Foundation of North Carolina (CFNC) Electronic Transcript as the primary method of sending senior transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities and community colleges accept the CFNC Electronic Transcript. These transcripts are free to current seniors and are sent within one day of the request through the student CFNC account online. More information can be found at www.cfnc.org.

WCPSS high schools provide each currently enrolled high school student access to official transcripts at no charge. After receiving written permission from the parent for students under the age of 18, these transcripts will be sent to any college, university, or organization requested.

Transcripts may be requested online via your high school's website or <https://wcpss.scribborder.com>.

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

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee. Consult your school counselor or registrar for more information on sending transcripts.

Graduation Options

Accelerated Year Graduate

North Carolina House Bill 259 allows students to graduate with 22 credits after their third year of high school (6 total semesters). The 3-Year Graduate option applies to students that entered 9th grade during the 2022-2023 school year and beyond. Eligible students are only able to apply for this flexibility if they meet the state's minimum graduation requirements. Students should contact their school about the application process for the 3-Year Graduate Option

Mid-Year Graduation (During Senior Year)

Students who plan to graduate before the end of the school year may follow their school's Mid-Year Graduate process. To be eligible, students must meet all NCDPI graduation requirements by the end of the first semester of the 2026–2027 school year.

For example, if a student decides to graduate mid-year, the school counselor will review the student's transcript to verify that all graduation requirements have been satisfied. Once confirmed, the student may proceed with the

mid-year graduation process and complete graduation at that time.

Mid-year graduates will not be eligible to participate in school events or activities as a student during spring semester. The principal may grant a mid-year graduate permission to participate in June graduation ceremonies.

Students who plan to complete college admissions requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities. If a student has met requirements through the early graduation planning process and the school issues a diploma accordingly, the student will not be eligible to return to a WCPSS high school.

PROGRAM DETAILS

Drivers Education

Drivers Education is offered through a private contractor during after-school hours, holidays, and summer months. Enrollment information is available at jordandriving.com, or from site coordinators in each high school.

NCAA Eligibility Requirements

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

- It is best to register at the beginning of your sophomore year.
- Register online at www.eligibilitycenter.org. For Division III, contact your Division III college regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements and current NCAA approved course lists, go to www.eligibilitycenter.org.

Programs for Exceptional Students

All Wake County Public School System high schools provide services for students with disabilities who meet state criteria for Special Education Services. Students who are suspected of having a disability are typically referred by their parents or by school personnel. The IEP Team will review data and information to determine if an evaluation for special education consideration is necessary. Following the evaluation, if one was completed, an IEP team, to include the parents, determines whether the student is eligible. Every eligible student has an Individualized Educational Program (IEP), which identifies the student's strengths and needs and sets annual goals based on the identified needs. The IEP also reflects the transition services for life after high school, accommodations/modifications, and specially designed instruction in the least restrictive placement in order for the student to make progress toward their annual goals and toward the general curriculum.

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 will be recorded in accordance with Board Policy 3460 R&P. 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 the course syllabus is presented.
2. Administer required End-of-Course tests and teacher examinations to students.
3. Enter an E-1 on the last day of school on the principal’s monthly report for students studying abroad.

North Carolina Virtual Public School (NCVPS)

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

Course options and logistics around online learning are governed by [WCPSS Board Policy 3102](#) and its related [R&P](#).

Credit Recovery vs Repeating a Course for Credit

NC State Board of Education [Policy CCRE-001](#) defines “repeating a course for credit” as any high school course repeated via any delivery method when the entire Standard Course of Study is being taught for the second time. “Credit recovery” is defined as delivering a subset of the Standard.

Course of Study in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion.

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

- The length of credit recovery courses will be dictated by the skills and knowledge the student demonstrates on pre-assessments for standards within a credit recovery course.

- **Non-Elective Courses Required for Graduation:** Beginning with the 2025-26 school year, for non-elective courses required for graduation, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student’s transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course. The original grade will not remain on the student’s transcript.
- **Elective Courses Not Required for Graduation:** The credit recovery will be graded as pass or fail and will not impact the student’s grade point average. The original grade for the course will remain on the student’s transcript.

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

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

High School Accelerative Opportunities

Academically and/or Intellectually Gifted (AIG)

According to [NC General Statute Chapter 115C Article 9B](#), academically and/or intellectually gifted students are defined as students who:

- perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
- exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields.
- require differentiated educational services beyond those ordinarily provided by the regular educational program.

Academically or Intellectually Gifted (AIG) high school students are served through self-selected advanced course work. These courses are designed to provide a rigorous, relevant academic program that equips students with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Advanced Mathematics Coursework (AMC)

According to Senate Bill 500 (updated [guidance document](#)), students who score a Level 5 on the EOG/EOC must be auto-enrolled in an advanced math class. The Advanced Math Course (AMC) legislation strengthens NC's focus on broadening access and opportunities by ensuring students receive rigorous, academically appropriate instruction in mathematics. [NC General Statute 115C-81.36](#) directs that when practicable, local boards of education shall offer advanced learning opportunities in mathematics in 3rd through 5th grade and advanced courses in mathematics in all 6th grade and higher.

Advanced Placement Courses

[Advanced Placement](#) (AP) courses are college-level classes offered in high school, developed by the [College Board](#). They allow students to gain college credit or advanced placement by passing a rigorous AP exam at the end of the year, although taking the course itself is not required to take the exam. These courses build academic skills like critical thinking and time management, and a strong AP performance is viewed favorably by college admissions officers. WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, Social Studies, and others. Specific course offerings vary from school to school.

Credit By Demonstrated Mastery (CDM)

[Credit by Demonstrated Mastery](#) (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content without course enrollment or seat time. CDM specifically offers North Carolina students the opportunity to personalize and accelerate their learning. Additional information can be found on the [WCPSS CDM Webpage](#).

Dual Enrollment: Career & College Promise (CCP)

As outlined in [Policy 3422A](#), the goal of [Career and College Promise](#) is to provide a rigorous, expanded curriculum that prepares students for future educational and career opportunities. CCP allows eligible high school students to earn college credit at no tuition cost. Through a partnership of the North Carolina Department of Public Instruction, the N.C. Community College System, the University of North Carolina System and many

independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus tuition-free for them and their families.

The three pathways are:

1. College Transfer Pathways (CTP) require the completion of at least 30 semester hours of transfer courses, including English and Mathematics, except for the Associate Degree Nursing (ADN) pathway.
2. Career and Technical Education Pathways (CTE):
 - a. a curriculum Career and Technical Education Pathway (CTE) leading to a certificate or diploma aligned with a high school career cluster.
 - b. a Workforce Continuing Education Pathway (WCE) leading to a State or industry recognized credential aligned with a high school career cluster.
3. Cooperative Innovative High School Programs (CIHS) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

General Policies: (Updates are pending)

Governor's School

The [North Carolina Governor's School](#) is a four-week summer residential program for gifted and talented high school students, integrating academic disciplines, the arts, and unique courses offered on 2 college campuses. Learning focuses on the exploration of the most recent ideas and concepts in each discipline, and it does not involve credit, tests, or grades. Students are selected to attend through a competitive process.

Honors

The North Carolina Office of Advanced Learning & Gifted Education, Academic Standards, and Career Technical Education have worked together to develop guidelines for Honors courses. The state board policy for Honors Level coursework, an update to the existing [CCRE-001](#) policy, was approved in June 2024. The goal is to develop a statewide framework for Honors courses while still allowing districts flexibility.

Honor Level courses are distinguishable from standard-level courses in depth and scope. These courses must be designed and implemented to:

- Meet the needs of students with advanced learning needs by providing a differentiated course of study and opportunities based on their aptitudes, achievement, and interests.
- Provide depth in rigor, complexity, challenge, and creativity beyond the standard-level course.
- Adjust pacing to increase depth and scope.
- Foster growth and achievement for students with advanced learning needs.

Reference: [Policy Code: 3422 Access to Academic Rigor and Acceleration](#)

Accelerated Graduation Pathway (3-Year Graduate)

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies [GRAD-001](#) and [GRAD-006](#). Applicants must apply for this option prior to the first day of their 9th grade year. If the student meets the minimum requirements, the administration and counselor will meet with the student and parents/guardians to finalize the application process.

ALTERNATIVE PROGRAMS OF STUDY

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement. WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies, and others. Specific course offerings vary from school to school.

SRMHS offers AP courses in the following examination areas if we have students enrolled in the course:

English Language	Calculus AB	Comparative Government & Politics	Biology
English Literature	Calculus BC	Human Geography	Chemistry
French Language & Culture	Computer Science A	World History	Studio Art- 2D Design
Japanese Language & Culture	Computer Science Principles	United States History	Studio Art- 3D Design
Spanish Language & Culture	Statistics	Psychology	Seminar
Spanish Literature & Culture	U.S Government & Politics	Environmental Science	



INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate Programme is a diploma program for juniors and seniors emphasizing academic rigor, international understanding, responsible citizenship, critical thinking, compassion for others and lifelong learning. The IB student begins the program in the 11th grade after sufficient preparatory work. However, 9th- and 10th-grade students who are considering the IB Programme should contact the IB Coordinator as soon as possible to declare their intent to participate and to obtain academic advice. For additional information, see the website at [SRMHS IB website](#) or contact the IB Coordinator.

Courses to take for 9th-grade Pre-Diploma:	
Honors English and Honors Civics & Economics	Honors Biology
Chinese, French, Japanese, or Spanish	Health and Physical Education
Honors Math II Honors (or higher)	University Connections

What Advantages Does the IB Programme Offer?

As an integrated program of study, the IB has many strengths: it enhances critical thinking, making connections across the curriculum; it has an international focus: it requires detailed and extensive assessments of oral and written skills; it places a high premium on extensive writing and research; and it asks that students serve their communities, engage in activities, and pursue creative expressions. In addition, the IB Programme emphasizes well-roundedness and the responsibilities of honorable leadership and compassion for others within our global community. The diversity of the SRMHS student body is recognized as one of our strongest assets and is appropriately complemented by the mission of the IB Programme. These features make the IB course of study one of the most challenging and comprehensive available for students in the eleventh and twelfth grades.

FAQs about IB and AP

1. What is the benefit and/or advantage in taking IB and AP courses?

- College readiness
- Opportunities for college credit
- Emphasis on writing and critical thinking

2. Are IB/AP exams optional?

- IB exams are required for the diploma
- AP exams are optional, though we encourage students to take the exams

3. How does a student sign up for IB?

- Locate the intent form on the Southeast Raleigh webpage and submit to the IB coordinator

4. What are the requirements a student must meet in order to be in the IB Programme?

- Maintain a weighted 3.5 GPA; study a second language

- Enroll in Honors courses in the ninth grade

5. Can a student take IB and AP courses and have time to participate in other activities?

- Yes, time management is the key

AB 1 = yearlong, every other day, one period class, one credit	4X4 1 = semester, everyday, one period class, one credit
AB ½ = semester, every other day, one period class, ½ credit	AB 2 = yearlong, everyday, one period class, two credits

0I018X0F IB THEORY OF KNOWLEDGE (AB 1) (Juniors)

0I018X0S IB THEORY OF KNOWLEDGE (AB 1) (Seniors)

A seminar course offered for IB students during the junior year and senior year, ToK stresses integration of previous material from the various disciplines combined with reflective study of the ways that knowledge and its origin differ among the disciplines. One essay of 1,200-1,600 words, numerous shorter-length papers and oral presentations are required. These are required courses for all IB students.



Dual Enrollment Opportunities

As outlined in Policy 3101, in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future education and workplace endeavors, the Wake County Board of Education will support high school students who wish to enroll in an appropriate college course or combination of college courses outside the Wake County Public School System for high school credit. Principals shall award dual credit according to the Career & College Promise program guidelines established by the North Carolina Department of Public Instruction (NCDPI). Only courses that articulate to courses included in the [Dual Credit Chart](#) will be considered for credit on the high school transcript.

Any student who is dually enrolled must continue to be present at a WCPSS school for a minimum of 50% of the instructional day. The parent or guardian of the high school student must give permission for the course to be taken and then student and parent/guardian must complete the WCPSS dual enrollment form prior to enrolling in the course. Enrollment of a student in a course is the responsibility of the student and parent/guardian. The course must be approved in advance by the principal using the dual enrollment form.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available at the student's school.
3. The student must be enrolled for at least 50% of the instructional day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration, or other requirements as requested by the IHE, community college, or non-WCPSS secondary school. The student must provide their own transportation, be responsible for any fees, and follow all rules, regulations, and calendars as set by the cooperating institution.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an Incomplete (I) to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - a. University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
 - b. Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one-half credit at the base school.
7. The student must take IHE, community college, or non-WCPSS secondary school courses for graded credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.

Additional details and regulations are available in Policy 3101 and its related R&P.

CAREER

When considering your career options, you must be aware of your interests, talents, and abilities. Career planning is not just putting together a great resume and sending it out to businesses in the area, but it is researching the fields that interest you and gaining valuable experience while you are in high school. Experience may come from Career and Technical Education electives, employment, volunteering, job shadowing, and internships. Contact your school’s Career Development Coordinator to assist you.

If you are considering a part-time job, just follow these simple steps:

- 1) Obtain a firm job offer.
- 2) You must complete a youth employment certificate.
The form can be found online at www.nclabor.com. Once you are on the website you should visit the Youth Work Permit link and become familiar with the process before completing the permit at the bottom of the page. *This process works best when completed at the employer’s location to ensure accuracy of job descriptions and ABC permit requirements.
- 3) The completed YEC must be signed by the youth, parent, and employer in order to be valid.
- 4) The completed and signed certificates must be given to the employer on or before the first day of work.
- 5) The employer must verify the youth’s age, proposed job duties, and any restrictions noted on the certificate.
- 6) The certificate must be maintained by the employer for two years after employment ends or until age 20, as appropriate.

*Error messages or questions should be addressed to a program assistant at (919) 807-2796 (Raleigh) or toll-free (N.C. only) 1-800-NC-LABOR (1-800-625-2267). The call center is open Monday through Friday. More detailed information is available at: www.nclabor.com/wh/factsheets/joint_state_fed.htm.

Please visit Southeast Raleigh Career Development webpage at <https://www.wcpss.net/domain/21350#calendar135405/20240215/month>

Career Planning Resources	Web Address	Career Planning Resources	Web Address
Bureau of Labor	www.bls.gov/ooh	Major Clarity	https://majorclarity.com/
Career Builder	www.careerbuilder.com	My Future	www.myfuture.com
Career One Stop	www.Careeronestop.org	Monster	www.monster.com
College Career Life Planning	www.collegecareerlifeplanning.com	NC Works Online	https://www.ncworks.gov/vosnet/Default.aspx
College Foundation of North Carolina	www.cfnc.org	NC Careers	http://nccareers.org/
Campus Career Center	www.campuscareercenter.com	O*NET Online	www.onetonline.org/
LinkedIn	https://www.linkedin.com	Major Clarity	https://majorclarity.com/

MILITARY

Click on www.todaysmilitary.com

Decisions about the future are never easy. But if you're considering the Military, nothing can help you more than having access to the right information. That's exactly the purpose of this site – to help you find the answers to the questions and concerns you have.

Military Careers - There are over 4,100 different officer and enlisted jobs offered by the Military today, for both full-time and part-time duty. Find out more about careers in the Military.

How To Decide - Did you know that there's a test that can actually help you figure out if your natural talents and abilities mesh with life in the Military? Learn more about the ASVAB test and what it measures.

Military Life - Everything you wanted to know about training, on- and off-duty life, installations, and more. Take a closer look at life in the Military.

Qualities For Life - Learn about the qualities for a successful life—and meet people who acquired them while in the Military.

Official Military Services - Official information about the Services that comprise the U.S. Military.

Have Service-Specific Questions? - If you already have a specific branch of the Military in mind, you might want to get in touch with an Advisor in your area.

Your Future - Explore possibilities for life after high school. FAQs - Read answers to the most common questions you may have.

This Website is provided as a public service by the Office of the Secretary of Defense, Defense Human Resources Activity, Joint Advertising, Market Research and Studies (JAMRS) Program.

Please visit the Southeast Raleigh [Career Services webpage](#) For more information about Career & College Planning/Military options.

COLLEGE

Post-Secondary Education has become extremely competitive. You will need to start planning TODAY if you desire a college option in your future. There are several details to keep in mind over the next few years.

- ❑ Build your resume. Get involved in clubs, sports, community activities/employment, and volunteer projects. Participate in summer programs and step up for leadership roles. All of these additions will contribute to a very impressive resume.
- ❑ Make a connection with your teachers and counselors. For most colleges, recommendation letters must be submitted with your application packet. Your teachers and counselors will likely need to assist you in completing this task. Be sure that you are known and respected by them so that they will have good things to say about you (i.e. mature, responsible, focused, leader among peers).
- ❑ Challenge yourself. If you are excelling in your academic level courses, take the honors level next year. If you are breezing by in your honors level courses, make preparations to enroll in AP courses during your junior and senior years. As you choose your courses, know your strengths and limitations. Share them with parents and teachers as you make the decisions that are best for you.
- ❑ There are numerous opportunities for you to take courses based on your interests. To be competitive, you may want to take more than the minimum requirements in math, science, and world language. Depending on your college major, additional courses in English, social studies and career and technical education may also be beneficial.
- ❑ Do the research. After you have realized your potential career interest(s), begin searching for colleges that have an excellent program in that particular field. Find out the department requirements for undergraduate admissions. Research the school environment, the teacher/student ratio, the graduation rate, and job placement. Take a campus tour and prepare a list of simple questions to ask students, professors, and staff members about their experience at the college.
- ❑ Share your plans with your family. To avoid unpleasant surprises and unfulfilled expectations, communicate with your family throughout this process. Share your interests, needs, and other reasons for making your choices.

What do colleges look for?

- *Students who have taken the most rigorous courses their high school offers
- *Students who have high SAT/ACT scores and grade point averages
- *Students who are active in their school organizations /clubs, community, and school athletic programs
- *Students who participated in these activities from grade 9 through 12
- * Students who take on leadership roles in school clubs / organizations

College and Career Planning Resources	Web Address	College and Career Planning Resources	Web Address
ACT	www.act.org	Education Planner	www.educationplanner.org
Big Future	www.bigfuture.collegeboard.org	Fast Web	www.fastweb.com
Cappex	https://www.cappex.com	Kiplinger's Best College Values	www.kiplinger.com/tools/colleges/
College Board	www.collegeboard.org	My Plan	www.Myplan.com
College Career Life Planning	www.collegecareerlifeplanning.com	National Collegiate Athletic Association	www.ncaa.org
College Foundation of North Carolina	www.cfnc.org	NC Community Colleges	https://www.nccommunitycolleges.edu/students
College Navigator	https://nces.ed.gov/collegenavigator	Scholarships.com	https://www.scholarships.com/

TAKING STEPS TOWARD COLLEGE

WHAT TO DO YOUR FRESHMAN YEAR

1. All courses taken for high school credit, and documented on your transcript, will count in the eyes of college admissions counselors. Start thinking in terms of GPA (Grade Point Average). You should become familiar with the academic profile(s) of the college(s) of interest. What does a typical admitted Freshmen look like in terms of data? GPA, Class Rank, SAT/ACT Scores, etc. If you're tempted to blow off a homework assignment, or turn in less than your best effort, think of that assignment being attached to your college application. It will be—in the course grade on your final transcript. Each and every course affects your final GPA!!!
2. Explore clubs and activities in and outside of school that will offer you the chance to develop your unique interests and abilities and your leadership skills. Consider becoming a volunteer in your community. Too often, students wait until junior or senior year and then hurriedly—and unconvincingly—pad their resumes. Colleges want to see passion and commitment.
3. Visit your school counselor and map out a four-year plan that will meet college entrance requirements and put you into the most challenging courses you can handle. Now is the time to start preparing to take Advanced Placement (AP) courses.
4. Ask your coach about the NCAA requirements.
5. Explore careers and talk to your parents and your counselor about your interests and goals. Meet with the Career Development Coordinator at your high school to explore your interests and abilities and to get the latest on the 21st century working world.
6. Read for pleasure over the various breaks and over the summer. Reading is a crucial skill you will need for college success! Increasing your vocabulary will also raise your SAT/ACT scores, opening the doors of more selective colleges. Read every day.
7. **Start Today!**

CFNC's Student Planner Timeline

Student Planning Timeline - Your Timeline to Planning for College

This Student Planning Timeline will serve as your year-by-year guide to ensure that you are doing everything you can in high school to prepare yourself for college. As early as 9th grade there are important things you can do to make yourself the best candidate you can possibly be for college admission.

When evaluating your admissions application, colleges consider a wide variety of information including your grade point average (GPA), class rank, standardized test scores, extracurricular activities, and advanced-level coursework.

The following points are things you should keep in mind throughout your high school experience if you want to go to college:

- Plan early and work hard to keep your options for college open.
- Take responsibility for your grades and your learning.
- Challenge yourself academically. Grades are important, but colleges also pay attention to the difficulty of your coursework. If you want to apply to a selective college, take AP, honors or college-level courses, if available.
- Know deadlines and meet them! This is extremely important, whether it's a deadline for testing or submitting an admissions application or filing financial aid information.

This may seem obvious, but you must stay on top of submission dates because different schools have different deadlines. You may want to create a special calendar to keep track of test dates, due dates and deadlines concerning college.

To find out what you need to do each year, just click on the appropriate grade level in the left-hand navigation. The Student Planning Timeline also provides information about entrance requirements to the community college system and North Carolina's public and private colleges and universities so you can double-check that you're on target for the college of your choice.

9th Grade	Freshman Year
<p>The grades you earn in the 9th Grade are 1/3 of your GPA used for college admissions so it's important to apply yourself and do your best. Now is the time to explore career interests and plan with your family to meet college expenses. It's also time to plan your coursework to prepare to meet college entrance requirements.</p>	
<p>Things to Do in the 9th Grade</p>	
<input type="checkbox"/> Attend an orientation session at your new school.	<input type="checkbox"/> Start thinking about which colleges suit your career interests.
<input type="checkbox"/> Meet with your high school counselor.	<input type="checkbox"/> Use the CFNC website to "tour" lots of college campuses.
<input type="checkbox"/> Create your free My CFNC Account at CFNC.org, if you haven't already. Develop a CFNC High School Planner and enter grades, awards, honors, etc.	<input type="checkbox"/> Talk with your family about a college savings plan and explore savings options at CFNC.
<input type="checkbox"/> "Invite" your counselor to your online High School Planner.	<input type="checkbox"/> Create a file to keep: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of report cards

<p>Make sure you are on schedule to meet college entrance requirements.</p> <p><input type="checkbox"/> Challenge yourself academically. Slightly lower grades in challenging courses are better than higher grades in easy courses</p>	<p><input type="checkbox"/> A record of honors and awards</p> <p><input type="checkbox"/> Lists of extracurricular activities, clubs or sports involvement at school, volunteer work, community service, and paid employment.</p>
<p><input type="checkbox"/> Choose electives carefully, ensuring that they don't replace the college-preparatory courses you need.</p>	
<p><input type="checkbox"/> Explore career possibilities in the CFNC.org Career Center.</p>	<p><input type="checkbox"/> Explore the College Test Prep section at CFNC.org.</p>
10th Grade	Sophomore Year

Grades are important, but colleges also look for well-rounded students with well-developed interests. Think quality - rather than quantity - when planning your extracurricular activities and expand your horizons through clubs, work, or volunteer activities.

Things to Do 10th Grade:

<p><input type="checkbox"/> Meet with your school counselor to review your course load and make sure you are satisfying high school graduation and college entrance requirements.</p>	<p><input type="checkbox"/> Visit college campuses and "tour" colleges in the College Fair section at CFNC.org. Talk with family and friends about their educational choices.</p>
<p><input type="checkbox"/> Update your High School Planner at CFNC.org.</p>	<p><input type="checkbox"/> Continue saving for college.</p>
<p><input type="checkbox"/> Explore the College Test Prep section at CFNC.org to study for standardized tests.</p>	<p><input type="checkbox"/> Participate in academic enrichment programs.</p>
<p><input type="checkbox"/> Take the PSAT in the fall. The PSAT is excellent practice for taking the SAT, and this year your scores will not count for National Merit Scholarship consideration.</p>	<p><input type="checkbox"/> Choose programs, summer workshops, and camps with a specialty focus such as computers, dance, drama, design, art, sports, media, science, music, etc.</p>
<p><input type="checkbox"/> Continue to explore career interests and information.</p>	<p><input type="checkbox"/> If you are interested in attending a selective college, register for AP, honors, and advanced courses for 11th \ grade, if available.</p>
11th Grade	Junior Year

It is extremely important to maintain good grades in your junior year. You should also challenge yourself academically because colleges pay attention to the difficulty and diversity of your coursework. The more rigorous your high school curriculum is, the better prepared and more qualified you are for college. Continue to research careers that interest you and find colleges that suit your future goals.

Things to Do 11th Grade:

<p><input type="checkbox"/> Meet with your school counselor to:</p>	<p><input type="checkbox"/> Attend financial aid information sessions at your high school or local college.</p>
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- Review your academic record and strengthen any weaknesses or problem areas.
- Ensure that you are on track for high school graduation and college entrance requirements. Remember that different colleges have different requirements, so you will need to check with specific schools as you become interested in them.

- Enroll in honors, AP, and advanced courses, if possible.

- Take SAT preparation courses, or study for the SAT and/or ACT in the College Test Prep section in CFNC.org "Student Planner."

- Update your High School Planner's grades, test scores, honors, awards, etc.

- Attend college fairs and college planning sessions with your parent or guardian.

-
- Research specific schools: Check admissions requirements against your credentials and begin to determine realistic choices.

 - Visit college campuses and meet with admissions officers. Remember to call ahead for an appointment.

 - Watch for open house events at colleges you would like to visit.

 - Review the online application process at CFNC.org.

 - Continue saving for college and researching financial aid opportunities.



Fall Semester

- Find out schedules and get registration forms for standardized tests, such as the PSAT, SAT I, SAT II: Subject Tests, and ACT.
- Take the PSAT in October (it's required for several national scholarships and is especially important for National Merit Scholarships).
- Student athletes should talk with their coaches about procedures to indicate interest in college-level athletics.

Spring Semester

- Register for the SAT. Find out if any SAT II: Subject Tests are required by colleges you are considering.
- Register for and take the ACT, if desired.
- Take the SAT I and, if appropriate, take SAT II: Subject Tests. Colleges generally like to have at least two SAT I test scores.
- If you have a clear "first choice" college, decide if you are going to apply for early decision or early action. Be aware that if you are accepted for an early decision, you are likely committing yourself to attend that school.
- Select courses for your senior year that strengthen your academic record and ensure that you meet College Entrance Requirements.
- Identify and ask teachers to write a letter of recommendation for your college applications and scholarships.
- Take the Advanced Placement exam for any AP course you have completed. If you score well, you may receive college credits.
- Check your transcript at the end of the year to make sure it is correct.
- Register with the NCAA Eligibility Center if you plan on playing a Division I or II sport in college. Send your transcript to the NCAA Eligibility Center at the end of junior year.

- Use spring break or summer vacation to tour college campuses. Have questions prepared in advance and take notes on your visits.
- Explore careers by taking a summer job or internship in your field of interest.

12th Grade

Senior Year

It's very important to stay organized and on top of things this year, especially application requirements and deadlines. Review your efforts so far, make any necessary adjustments, and continue to make the best grades you can.

Things to do in the 12th grade

FALL SEMESTER

- Review courses with your school counselor to make sure you are meeting high school graduation and entrance requirements for the colleges that interest you.
- Update your High School Planner with new grades, test scores, honors, awards, etc.
- In early September, register for the SAT or ACT, if needed. Colleges like to see senior year SAT I scores.
- Prepare your online applications at CFNC.org. Compose any essays that need to be included in your applications.
- Continue saving for college.
- Schedule a time to meet with your school's financial aid advisor.
- Search and apply for scholarship money in the Paying for College section of CFNC.org.
- Be sure to consult with your school counselor about scholarship opportunities.
- Contact teachers, counselors or references to write letters of recommendation for you, if needed.
- Attend college fairs, college planning sessions, and financial aid information sessions.
- Visit college campuses that are a good match with your credentials and career interests.
- Narrow your choice of colleges. Many students select three to five schools to apply to - their "dream" school, their "safety" school, and two to three other choices.
- Check with the financial aid office of schools you are applying to for:
 - Specific information on scholarships and costs for tuition, fees, room and board;
 - Any institutional or additional financial aid forms (such as CSS/Financial Aid PROFILE) that may be required.
- Double-check your transcript to make sure all the information is correct.
- Have your official high school transcript sent to schools where you are applying. You may use the College Foundation of NC website to send your transcript. (www.cfnc.org)
- Apply for early decision/early action programs if you have a clear first-choice college.
- Complete the FAFSA (Free Application for Federal Student Aid) as close to January 1 as possible; most colleges recommend submitting between January 1 (the first day it is accepted) and February 15th. You can do this online at CFNC.org in the "Online Applications" section. Note that in order to submit the FAFSA, your family's tax information should be completed for the previous year (estimation is allowed). The FAFSA will generate a Student Aid Report(SAR), which will determine your eligibility for federal aid, as well as for most other forms of financial assistance. Carefully check your SAR when it arrives to make sure that it is complete and accurate.
- Student athletes should send their transcript to the NCAA Clearinghouse for eligibility certification

SPRING SEMESTER

- If you have taken college level courses during high school have those transcripts sent to schools where you are applying.

- If you are planning to attend a community college, take the ASSET, COMPASS or Accuplacer test.
- Compare acceptance letters for financial aid and scholarship offers.
- Apply for loans, if needed.
- If you are not accepted into your school of choice, submit your name to the College Redirection Pool at CFNC.org so that other colleges can recruit you.
- Decide which school you will attend by May and accept their invitation to become a student!
- Pay a nonrefundable deposit for freshman tuition, if required, to hold your spot.
- Ask your school counselor to send your final high school transcript to the college you will attend.
- After deciding on a school, let the other schools that offered you admission know that you will not be enrolling.
- Take exams for any AP or college level courses you've completed.

Summer

- Continue to explore careers by taking a summer job or internship in your field of interest.
- Attend a summer orientation program at your new college, if available.
- Meet with your college's academic advisor, if possible.
- Enjoy academic enrichment activities.
- Secure student health insurance, if needed. Apply for a loan for a computer, if needed.

Fall

- Success! All your hard work has paid off, and you are now a college student. Congratulations

CFNC College Checklist

9th Grade -- Set Your Sights on College

- | | |
|---------------------------------------|---|
| 1. Take courses that challenge you | 4. Create a free CFNC account to record your courses, activities, and more. |
| 2. Concentrate on making good grades. | 5. Explore career interests at CFNC.org. |
| 3. Meet with your school counselor. | 6. Research ways to save and pay for college |

10th Grade -- Keep Your Focus

- | | |
|--|--|
| 1. Pursue extracurricular interests, such as dance, sports, clubs, or community service. | 5. Take the PSAT for practice. |
| 2. Review your goals for the future with your counselor. | 6. Talk with family and friends about their educational choices. |
| 3. Update your CFNC planner. | 7. "Tour" colleges online at CFNC.org. |
| 4. Start using the free SAT and ACT test prep at CFNC.org. | 8. Register for AP, honors, and advanced courses, if available. |

11th Grade -- The Critical Year for Success

- | | |
|--|--|
| 1. Review your academic plan with your counselor. | 7. Attend college fairs and financial aid workshops. |
| 2. Get schedules for college entrance and placement tests. | 8. Visit colleges. |

3. Use the free SAT and ACT test prep at CFNC.org.	9. Research scholarships, grants, and loans at CFNC.org.
4. Take PSAT in October (you may qualify for National Merit Scholarships).	10. Talk with coaches about college sports and scholarship eligibility.
5. Check entrance requirements for colleges that interest you.	11. Register and take SAT, ACT, and/or AP tests.
6. Keep your CFNC planner updated.	12. Narrow down your list of colleges.
13. Find a summer job or internship in your field of interest	

12th Grade (Fall) -- Don't Let Up

1. Review courses, graduation requirements, and scholarship opportunities with your counselor.	7. Ask teachers, counselors, or references to write letters of recommendation.
2. Update your CFNC planner.	8. Attend college day and participate in College Application Week, if available.
3. Select three to five colleges—a dream school, a safety school, and others in between.	9. Complete online college applications at CFNC.org before the deadlines.
4. Track application and financial aid deadlines for colleges.	10. If your high school participates, use CFNC.org to send your official high school transcript to colleges.
5. Take the first SAT or ACT offered this fall.	11. Send in any other college applications.
6. Write, edit, proofread, and rewrite your admissions essays early.	12. Check with college financial aid offices for school-specific scholarship information and forms.
13. Student athletes send transcripts to the NCAA Clearinghouse for eligibility certification.	14. Remind parents to plan to prepare tax information soon after January 1 for your financial aid applications.

12th Grade (Spring) -- Finish Strong

1. Apply at www.pin.ed.gov to get an ID number to sign your FAFSA.	6. Submit your enrollment deposit to hold your spot at the college you choose.
2. Complete and submit FAFSA at www.fafsa.gov as soon as possible after January 1.	7. Apply for education loans, if needed.
3. For help with your FAFSA, sign up at CFNC.org for a February FAFSA Day near you.	8. Make sure your final high school transcript is sent to your college (goes automatically if CFNC.org sent earlier)
4. If not accepted by your college of choice, find new options through the College Redirection Module at FNC.org.	9. Send in any early college credit course transcripts (community college, middle college).
5. Compare admission acceptance letters and financial aid packages.	10. Take exams for any AP or college-level courses completed.

11. For community college admission, take the ASSET, COMPASS, or ACCUPLACER test.

Explanation of Course Code Digits

Example: 10212X0 The first four digits indicate the course. The first digit of the four digits represents the academic area as follows:	
0 = nonspecific subject	5 = Arts
1 = English/Language Arts; World Languages; Public Speaking	6 = Health/PE
2 = Mathematics	9 = Occupational Course of Study; ROTC; Approved Online Vendor Courses; Special Interest Topics; Teacher Cadet; SAT Prep; ACT Prep; Pre-K
3 = Science	
4 = Social Studies	Alpha = Career and Technical Education courses
When there is a number in the first digit and a letter in the second of the four digits , the letter indicates a special course type that is different from the NC Standard Course of Study.	
C = Community College	A = Advanced Placement
U = University or College	I = International Baccalaureate (IB)
The fifth digit indicates the academic level/grading weight given the course. It is also used to indicate Exceptional Children Extended Content Standards and Occupational Course of Study courses.	
2 = Standard weight; no additional quality point	5 = Honors weight; 0.5 or 1 additional quality point**
7 = AP weight; 1 or 2 additional quality points**	8 = IB weight; 1 or 2 additional quality points**
A = Extended Content Standards; no additional quality point	B = Occupational Course of Study; no additional quality point
The sixth digit indicates the current level of the student.	Z = elementary
Y = middle	X = high

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

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

- Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.
- Example: A three-course sequence for the CTE Modern Plumbing Part A; Modern Plumbing Part B; Modern Plumbing Part C courses. Each course may be taken and awarded credit individually without completing all three.

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

CAREER AND TECHNICAL EDUCATION

Recommended courses for 9th Grade Students

Business, Finance and Marketing

Microsoft: Word, PowerPoint, and Publisher

Microsoft: Excel and Access [H]

Business Essentials

Marketing I

Sports and Event Marketing I

Computer Science and Information Technology

Python Programming I

Comp/TIA

Family and Consumer Sciences

Parenting & Child Development

Fashion and Textile Production I

Interior Design Fundamentals

Health Science Education

PLTW Principles of Biomedical Sciences

Trade, Technology, Engineering & Industrial Education

Adobe Visual Design I [H]

3D Modeling & Animation I

Technology Engineering and Design [H]



SRMHS CAREER & TECHNICAL EDUCATION(CTE) PATHWAY CHART

Students can select from any of the Career Pathways of interest to work towards being a CTE concentrator. This is achieved by earning at least one credit in Level one (prerequisite) and one credit in Level two(Completer Course) ; however, they may earn industry credentials also, in select courses through examination. In addition, a CTE Concentrator can earn a National Career Readiness Certification by taking the ACT WorkKeys Assessment during senior year of High School.

If you earn a level above Silver you will receive a CTE honor cord at graduation and seal on your diploma.

CAREER PATHWAY			
ACCOUNTING			
Business Essentials	*Accounting I [H]	**Accounting II [H]	CTE Advanced Studies Finance or Internship
INTERIOR DESIGN			
	*Interior Design Fundamentals	**Interior Design Studio [H]	CTE Advanced Studies FACS or Internship
APPAREL AND TEXTILE PRODUCTION			
	Fashion and Textiles I – Fundamentals	Fashion and Textiles II – Design	CTE Advanced Studies FACS or Internship
APPAREL AND TEXTILE MERCHANDISING			
	Fashion and Textiles I – Fundamentals	Fashion and Textiles II – Merchandising	CTE Advanced Studies FACS or Internship
EARLY CHILDHOOD DEVELOPMENT & SERVICES			
	*Child Development	**Early Childhood Education I(H) (2 credit course)	Early Childhood Education II (H) (2 credit course)
DIGITAL DESIGN AND ANIMATION			
Microsoft Word & PowerPoint [H]	*3D Modeling and Animation I	**3D Modeling and Animation II [H]	CTE Advanced Studies or Internship
GAME ART DESIGN			
Microsoft Word & PowerPoint (H)	**3D Modeling and Animation I	**Game Art Design [H]	**Advanced Game Design
ENTREPRENEURSHIP			
Business Essentials	*Entrepreneurship I [H]	**Entrepreneurship II [H]	CTE Advanced Studies – District C [H]
GENERAL MANAGEMENT			

*Business Essentials	*Business Management I [H]	**Business Management II [H]	CTE Advanced Studies or Internship
FOOD PRODUCTS & PROCESSING SYSTEMS			
Food and Nutrition I	*Culinary Arts and Hospitality I [H]	*Culinary Arts and Hospitality II [H]	**Culinary Arts and Hospitality III
SPORTS & ENTERTAINMENT MARKETING			
*Marketing I *Business Essentials	*Sports & Event Marketing I	**Sports & Event Marketing II [H]	CTE Advanced Studies [H] or Internship
PLTW BIOTECHNOLOGY RESEARCH & DEVELOPMENT			
*PLTW Principles of Biomedical Sciences [H]	*PLTW Human Body Systems [H]	**PLTW Medical Interventions [H]	PLTW Biomedical Innovations [H]
COMPUTER SCIENCE			
*CompTIA IT Fundamentals	*Computer Science Principles (AP)	**Computer Science (AP)	
PYTHON PROGRAMMING			
CompTIA IT Fundamentals	*Python Programming I [H]	**Python Programming II [H]	AP Computer Science
FASHION MERCHANDISING			
	*Fashion and Textiles I – Fundamentals	**Fashion and Textiles II – Merchandising	CTE Advanced Studies [H] FACS or Internship
PROJECT MANAGEMENT			
Business Essentials	*Project Management I [H]	**Project Management II [H]	CTE Advanced Studies [H] or Internship
PLTW ENGINEERING			
*Introduction to Engineering Design [AP]	*Principles of Engineering [AP]	**Aerospace Engineering [AP] or Civil Engineering & Architecture [AP]	PLTW Capstone
DRONE TECHNOLOGY			
*Drone Technology Fundamentals	*Drone Technology I	**Drone Technology II [H]	PLTW Aerospace Engineering [AP]

*Prerequisite course **Completer course (AP)Advanced Placement PLTW-Project Lead Way

Students are able to earn Industry Credentials by completing CTE Career Pathways and/or by completing certain courses and taking the credentialing examination. These credentials are free and make students more employable while they are in high school. CTE courses provide students with an edge over their colleagues when it comes to internships and apprenticeships because they have credentials and practical application and skills training becoming more marketable.



CTE Courses that students can earn Industry Credentials

CTE Pathway	CTE Course	Industry Credential
3D Modeling & Animation	3D Modeling & Animation II**[H]	Autodesk Certified User 3DS Max
Early Childhood Development & Services	Early Childhood Education II**	NC Early Childhood Credential NCECC Equivalency
Early Childhood Development & Services	Early Childhood Education I*	CPR/First AID
Accounting I	Accounting II**[H]	Intuit Quickbooks
Food Products & Processing Systems	Food and Nutrition I Culinary Arts and Hospitality I	Food Handler Certificate ANSI Food Protection Manager Certification
Food Products & Processing Systems	Culinary Arts & Hospitality 3**	Certified Fundamentals Cook/ProStart
Marketing	Marketing II** or Sports & Events Marketing**	Customer Service & Sales Certification
Business, Finance & Marketing	Microsoft Word & PowerPoint	Microsoft Office Specialist 2019 or above Word Microsoft Office Specialist 2019 or above PowerPoint
Business, Finance & Marketing	Microsoft Excel	Microsoft Office Specialist 2019 or above Excel Expert
Python Programming	CompTia IT Fundamentals	CompTia IT Fundamentals +
Python Programming	Python Programming I*	MTA 98-381 Introduction to Programming Using Python
Python Programming	Python Programming II**	Certified Associate in Python Programming (PCAP)

Academy of Engineering & Information Technology



The Academy is designed to give students a highly focused learning experience, in a small learning environment, while presenting a variety of elective choices in specialized areas. Enriching field trip learning experiences are aligned with each course, its curriculum, and state standards. The Academy students will have career workshops, guest speakers, job shadowing and internship opportunities in a focused learning environment.

***Engineering Pathway**

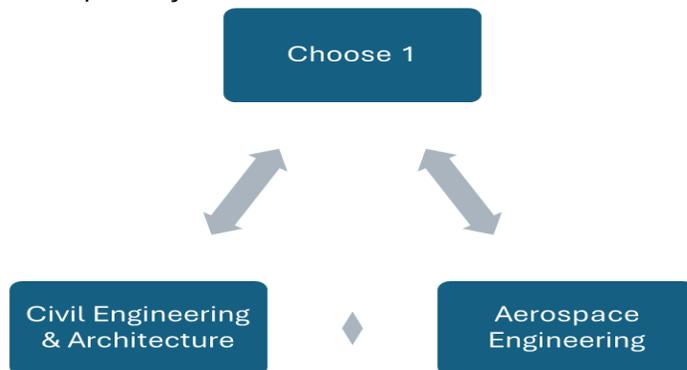
The Engineering pathway introduces students to a wide range of equipment not used in traditional schools or available in most engineering classes. Students will be working with drafting equipment, Autodesk Inventor 3D software, 3D printer, solderless breadboard kits, BoeBots robotic kits, wind tunnel, VEX Robotic kits, and a flight simulator. Enriching field trips are aligned with each course, its curriculum, and state standards.

Class Sequence:

9th Grade- Introduction to Engineering Design (IED)

10th Grade- Principles of Engineering Design (POE)

11th Grade- Specialty Course



12th Grade- PLTW Capstone

***Information Technology Pathway**

The Information Technology pathway is designed to offer its students the opportunity to focus on the Network Engineering pathway of study. The sequence of courses follows a proven hands-on, real-world, problem-solving approach to learning. Throughout the IT Academy, they will acquire strong teamwork and communication proficiencies and develop organizational, critical-thinking, and problem-solving skills. AOITC introduces students to a wide range of equipment not used in traditional schools or available in most IT classes.

Class Sequence:

D Design **A** Arts **E** Engineering **H** Humanities

9th Grade- CompTia
10th Grade- Python Programming I
11th Grade- Python Programming II [H]
12th Grade- PLTW Cybersecurity

For additional information regarding the [Academy of Engineering & Information Technology](#) and/or to apply contact Mrs. Meghan Martinez, the Career Academy Coordinator via mmartinez3@wcpss.net

ACADEMY OF BIOMEDICAL SCIENCE



The Academy of Biomedical Science is a rigorous, project-based learning program for students with career interests in the medical or health sciences career fields.

Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. The rigorous and relevant four-course Project Lead the Way (PLTW) Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

The Academy offers students career readiness workshops, guest speakers, job shadowing and internship opportunities in a focused learning environment.

Course Sequence

9th - PLTW Principles of Biomedical Science [H]
10th - PLTW Human Body Systems [H]
11th - PLTW Medical Interventions [H]*
12th - PLTW Biomedical Innovations [H]**

For additional information regarding the [Academy of Biomedical Science](#) contact Ms. Sutton via msutton@wcpss.net.

BUSINESS, FINANCE AND INFORMATION TECHNOLOGY

BA105X0 ACCOUNTING I *[H] **E H** 1 CREDIT
This course is designed to provide an understanding of the basic principles of the accounting cycle. The student is prepared to function in an accounting environment having a manual and/or computerized system. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, accounting systems, taxes, basic types of business ownership, and data processing as it applies to accounting principles and applications. Calculators and microcomputers are available for student use. **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA)

BA205X0 ACCOUNTING II **[H] **E H** 1 CREDIT
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged. **Aligned Career Technical Student Organization:** An Association for Marketing Education Students (DECA), Future Business Leaders of America (FBLA) **Prerequisites:** Accounting I

BF102X0 BUSINESS ESSENTIALS **D A E H** 1 CREDIT
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. **Aligned Career Technical Student Organization:** An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA)

BB402X0 BUSINESS MANAGEMENT I* **D A E H** 1 CREDIT
This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Students will work through ethical dilemmas and problem-solving situations with customer service while applying academic and critical-thinking skills. English language arts is reinforced. **Aligned Career Technical Student Organization:** An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA) **Prerequisites:** Business Essentials or Principles of Business and Finance; Grades 10-12.

BB425X0 BUSINESS MANAGEMENT II ** **D A E H** 1 CREDIT
This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced. **Aligned Career Technical Student Organization:** An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA) **Prerequisites:** Business Management I; Grades 11-12.

BM105X0 MICROSOFT WORD AND POWERPOINT [H] **D A H** 1 CREDIT
Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create

complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the Microsoft Office Specialist (MOS) certification exams for Microsoft Word and Microsoft PowerPoint. **At the end of this course, students will take the Microsoft Office Specialist Exam to certify in Microsoft Office in Word, PowerPoint and Publisher free of charge prior to graduating from high school.*

BM205X0 MICROSOFT EXCEL [H]  

1 CREDIT

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program’s features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. **At the end of this course, students will take the Microsoft Office Specialist Exam to certify in Microsoft Office in Excel and Access free of charge prior to graduating from high school.*

WB135X0 - CTE ADVANCED STUDIES BMA [H]

1 CREDIT

This INTERNSHIP completer course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to post-secondary education and future careers. CTE Advanced Studies students work under the guidance of a teacher who serves as a coach with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include working in a diverse team to research and solve a real-world problem for a local business, obtaining essential tools to work effectively in a team, developing a portfolio, and designing and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Students participate in community service, and leadership activities to provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: Application only; 11th and 12 grade students only and have earned 2 credits in CTE (1 being the Level II or completer course).



BI122X0 CompTIA IT FUNDAMENTALS  

1 CREDIT

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish

 Design  Arts  Engineering  Humanities

basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices. English language arts, mathematics, and science are reinforced.

BC105X0 PLTW CYBER SECURITY[H] **D E H** 1 CREDIT

This introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in PLTW Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyberinfrastructure that moves and processes information safely. Strong communication skills are necessary and English language arts, mathematics, and science standards are reinforced.

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA); SkillsUSA, or Technology Student Association. **Aligned Industry Credential:** Certified Cyber Security Associate (PCCSA)

BP145X0 PYTHON PROGRAMMING I[H]* **D E H** 1 CREDIT

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced. **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA); SkillsUSA, or Technology Student Association

BP125X0 PYTHON PROGRAMMING II[H]** **D E H** 1 CREDIT

This course is designed to teach students advanced programming concepts, including class structures, multimedia programming, advanced arrays, and file structure. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA); SkillsUSA, or Technology Student Association.

Prerequisite: *Python Programming I*

2A027X0 ADVANCED PLACEMENT COMPUTER SCIENCE* **D E H** 1 CREDIT

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first semester college course in computer science. Mathematics is reinforced.

0A027X0 AP COMPUTER SCIENCE PRINCIPLES ** **D E H** 1 CREDIT

In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software

and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. It's recommended that a student in the AP Computer Science Principles course should have successfully completed a first year high school algebra course with a strong foundation on basic linear functions and composition of functions, and problem solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points in a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.



CE105X0 PLTW INTRODUCTION TO ENGINEERING DESIGN [H] **D** **E** 1 CREDIT

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

CE117X0 PLTW PRINCIPLES OF ENGINEERING[AP] **D** **E** 1 CREDIT

This course is weighted as an Advanced Placement Course.

This survey course of engineering exposes students to some of the major concepts they'll encounter in a post secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. **This course is designed for 10th grade students.**

CE155X0 PLTW AEROSPACE ENGINEERING [H] **D** **E** 1 CREDIT

The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. **This course is designed for 10th, 11th, or 12th grade students.**
Prerequisite: PLTW Introduction to Engineering Design or PLTW Principles of Engineering

CE147X0 PLTW CIVIL ENGINEERING & ARCHITECTURE (AP) **D** **A** **E** 1 CREDIT

This course is weighted as an Advanced Placement Course.

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to

help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. **This course is designed for 10th, 11th, or 12th grade students. Prerequisite: *PLTW Introduction to Engineering Design or PLTW Principles of Engineering***

CE162X0 PLTW CAPSTONE **D E** 1 CREDIT

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. **This course is designed for 12th grade students. Prerequisite: *PLTW Civil Engineering and Architecture or PLTW Aerospace Engineering***

MARKETING EDUCATION



BF102X0 BUSINESS ESSENTIALS **D A E H** 1 CREDIT

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Students will have daily access to computers for application of content current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

MH425X0 HOSPITALITY AND TOURISM I[H]** **D A E H** 1 CREDIT

In this course, students acquire an understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. In addition to the standard course requirements for Hospitality and Tourism, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. English language arts, mathematics, social studies and technology are reinforced. **Prerequisite: *Marketing or Business Essentials or Sport and Event Marketing I***

MM512X0 MARKETING I* **D A E H** 1 CREDIT

Students develop basic knowledge, 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, as well as the social skills related to success in marketing. Internships, simulations, and guest speakers are used. ***This course is recommended for 9th- and 10th-grade students.***

MM522X0 MARKETING II** **D A E H** 1 CREDIT
Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing. *Prerequisite: Marketing I*

MH312X0 SPORTS AND EVENTS MARKETING I[H]* **D A E H** 1 CREDIT
This course is designed for the students interested in an introduction to 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, human relations, psychology, and mathematics are reinforced in this course.

MH325X0 SPORTS AND EVENTS MARKETING II [H]** **D A E H** 1 CREDIT
This course is designed for the 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, event management, facilities management, legal issues and contracts, promotion, and sponsorships Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. *Aligned Career Technical Student Organization: An Association for Marketing Education*
Prerequisite: Marketing, Business Essentials(Principles of Business and Finance) or Sport and Event Marketing I

ME115X0 ENTREPRENEURSHIP I* [H] **D A E H** 1 CREDIT
Students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. *Prerequisite: Marketing or Business Essentials(Principles of Business and Finance). Recommended for grades 10-12.*

ME125X0 ENTREPRENEURSHIP II **[H] **D A E H** 1 CREDIT
Students develop an understanding of pertinent decisions to make after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K) credential. *Prerequisite: Entrepreneurship I; grades 11-12.*

FAMILY AND CONSUMER SCIENCES



FE602X0 CHILD DEVELOPMENT* **E H**

1 CREDIT

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age 6. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children 3-6. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance.

FE115X0 EARLY CHILDHOOD EDUCATION I [H]** **E H**

2 CREDITS

This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. **Aligned Career Technical Student Organization:** Family, Career and Community Leaders of America (FCCLA) **Aligned Industry Credential:** CPR First Aid North Carolina Early Childhood Credential Equivalency (NCECC) **Description:** *Prerequisite(s): Child Development and Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.*



FA0722X0 FASHION AND TEXTILES I-FUNDAMENTALS * **D A E H**

1 CREDIT

In this course students are introduced to the Apparel and Textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

FA325X0 FASHION AND TEXTILES II- DESIGN [H]** **D A E H**

1 CREDIT

Design a small, coordinated fashion collection that utilizes design principles and appropriate textiles. Learn new sewing skills and construct projects using suitable textiles. Make alterations for better fit to patterns and ready-to-wear clothing. Gain the knowledge and skills for careers in fashion, textiles, and design. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. **Prerequisite:** *Fashion and Textiles I- Fundamentals*

FA325X0 FASHION AND TEXTILES II- MERCHANDISING [H]** **D A E H**

Examine information about a brand's target consumer and relate the impact on brand decisions. Use retail math and digital tools to help maximize profits. Design appealing and effective store displays that optimize sales of fashion products. Gain the knowledge and skills for careers in fashion merchandising. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available. **Prerequisite:** *Fashion and Textiles I- Fundamentals*



FH102X0 CULINARY ARTS AND HOSPITALITY I **A** **H** 1 CREDIT

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

FH115X0 CULINARY ARTS AND HOSPITALITY II INTERNSHIP*[H] **A** **H** 1 CREDIT

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, social studies, and are reinforced. *Prerequisite: Culinary Arts and Hospitality I*

FH135X0 CULINARY ARTS AND HOSPITALITY III[H]** **A** **H** 1 CREDIT

Description: The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced. **Aligned Career Technical Student Organization:** Family, Career and Community Leaders of America (FCCLA) **Aligned Industry Credential:** Certified Fundamentals Cook (CFC) Pre-Professional Assessment Certification in Culinary Arts ProStart National Certificate of Achievement (COA) *Prerequisite: Culinary Arts and Hospitality II Internship*



FI212X0 INTERIOR DESIGN FUNDAMENTALS* **D** **A** 1 CREDIT

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

FI225X0 INTERIOR DESIGN II-STUDIO [H]** **D** **A** 1 CREDIT

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

D Design **A** Arts **E** Engineering **H** Humanities

HEALTH OCCUPATIONS



HP705X0 PLTW PRINCIPLES OF BIOMEDICAL SCIENCES [H] **E** **H** 1 CREDIT
Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

HP715X0 PLTW HUMAN BODY SYSTEMS [H] **E** **H** 1 CREDIT
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students. *Prerequisite: Principles of Biomedical Science*

HP725X0 PLTW MEDICAL INTERVENTION *[H] **E** **H** 1 CREDIT
Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students. *Prerequisite: Human Body Systems*

HP735X0 PLTW BIOMEDICAL INNOVATIONS **[H] **E** **H** 1 CREDIT
Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students. *Prerequisite: Medical Interventions*

TECHNOLOGY EDUCATION



II415X0 ADOBE VISUAL DESIGN I[H] * **D** **A** **H** 1 CREDIT

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. In addition to the standard course requirements for Adobe Visual Design, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification. English language arts are reinforced.

II425X0 ADOBE VISUAL DESIGN II [H]** **D** **A** **H** 1 CREDIT

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced. *Prerequisite: Adobe Visual Design I*

CD202X0 3D MODELING AND ANIMATION I* **D** **A** **E** **H** 1 CREDIT

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D Modeling with 3DS Max to build needed skills for subsequent courses.

CD215X0 3D MODELING AND ANIMATION II** **D** **A** **E** **H** 1 CREDIT

Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communication problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios. *Prerequisite: Digital Design and Animation I*

ID102X0 DRONE TECHNOLOGY FUNDAMENTALS **E**

1 CREDIT

This course will provide students knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

- **Aligned Industry Credential:** FAA Trust
- **Aligned CTE Student Organization:** SkillsUSA, Technology Student Association (TSA)

ID112X0 DRONE TECHNOLOGY I [H]* **E**

1 CREDIT

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. English language arts are reinforced. **Commercial Drone Pilot Certification** *Prerequisite: Drone Technology Fundamentals and Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. testing age requirement.*

- **Aligned Industry Credential:** 14 CFR Part 107 Small Unmanned Aircraft Systems (sUAS)
- **Aligned CTE Student Organization:** SkillsUSA, Technology Student Association (TSA)

ID125X0 DRONE TECHNOLOGY II[H]** **E**

1 CREDIT

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course. Students will fly a variety of mission types to include Construction, Agriculture, Public Safety, Power and Energy, and Cinematography. English language arts are reinforced. *Prerequisite: Drone Technology I*

- **Aligned Industry Credential:** Aerial Mapping with Drones (2D and 3D Application); NFPA 2400
- **Aligned CTE Student Organization:** SkillsUSA, Technology Student Association (TSA)

TS315X0 GAME ART DESIGN [H]** **D** **A** **E**

1 CREDIT

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboard, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced. *Prerequisite: 3D Modeling and Animation I*

TS322X0 ADVANCED GAME ART AND DESIGN** **D** **A** **E**

1 CREDIT

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and network protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3 D game project. Art, English language arts, mathematics and science are reinforced. *Prerequisite: Game Art and Design*

CS115X0 PROJECT MANAGEMENT I*[H] **D** **A** **E** **H**

1 CREDIT

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The

core concepts of scope, time, cost, and integration will be examined during this course. Recommended for students in grades 10-12.

CS125X0 PROJECT MANAGEMENT II[H]    **

1 CREDIT

This course will develop advanced project management skills. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course. Aligned Industry Credential: PMI Project Management Ready Certification

Prerequisite: Project Management I

ENGLISH

SELECTION OF REQUIRED ENGLISH COURSES GRADES 9-12

One unit of English is required each year in grades 9-12 for graduation. Students may fulfill this requirement by taking the yearlong English courses. Electives may not be used to fulfill the four required units.

Each of the levels offered in grades 9-12 is explained briefly below. More specific curriculum descriptions of each course appear on the following pages. Test results, grades in English, English teacher recommendations, and parental requests are available to guide parents, counselors, and teachers as they advise students about placement in required English courses. Parents and students should consult with the current English teacher and counselor if they need advice. Students are encouraged to challenge themselves by enrolling in the highest level of English in which they feel they can be successful. Students enrolling at Southeast for the first time should consult with their counselor if they have additional questions.

Parents and students should consider carefully the level of commitment and motivation in English as well as the long-term academic and career needs and goals of the student to select the appropriate program of study. Because English requires the cumulative building of skills over long periods of time, students who want to take the Advanced Placement English Examinations ideally should begin the Honors program in the ninth grade. However, opportunities exist for change each year. Students who need to accelerate their skill development to improve their performance in English are strongly urged to take English electives in literature and writing.

COURSE SEQUENCES IN ENGLISH REQUIREMENTS

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Honors English I	Honors English II	Honors English III or AP English Language & Composition	Honors English IV or AP English Literature & Composition

COURSE DESCRIPTIONS

10212X0 ENGLISH I (9th Grade)

1 CREDIT

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

10215X0 ENGLISH I [H](9th Grade)

1 CREDIT

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

10222X0 ENGLISH II (10th Grade)

1 CREDIT

This academic course is designed for students looking at post-secondary college or vocational experience. It addresses reading comprehension, study skills, world literature, and coherent writing. Writing instruction at this level focuses on critical analysis, mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills. Students will learn skills in preparation for the End-of-Course exam. ***Prerequisite: English I***

10225X0 ENGLISH II [H] (10th Grade)

1 CREDIT

This course challenges highly motivated students to examine cultural, intellectual, and aesthetic aspects of world literature. Students study literary development in Antiquity, Europe, the Middle East, Asia, Africa, and Latin America from the beginning of the written word in Mesopotamia to modern literary movements such as existentialism and postmodernism. Students continue to develop reading, writing, and critical thinking skills through close reading of texts, authentic writing assignments, seminars, projects, and literary analysis. Students will learn skills in preparation for the End-of-Course exam. This class will prepare students to take English honors/AP/IB in the 11th grade. ***Prerequisite: English I***

10232X0 ENGLISH III (11th Grade)

1 CREDIT

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

10235X0 ENGLISH III [H] (11th Grade)

1 CREDIT

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

10242X0 ENGLISH IV (12th Grade)

1 CREDIT

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

10245X0 ENGLISH IV [H] (12th Grade)

1 CREDIT

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

1A007X0 ADVANCED PLACEMENT LANGUAGE AND COMPOSITION/1I018X0 IB ENGLISH HL 1 CREDIT

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the AP Exam 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 the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board AP Exam. *Prerequisite: English II [H]*

0I018X0F IB THEORY OF KNOWLEDGE (Juniors)

1 CREDIT

0I018X0S IB THEORY OF KNOWLEDGE (Seniors)

A seminar course offered for IB students during the junior year and senior year, ToK stresses integration of previous material from the various disciplines combined with reflective study of the ways that knowledge and its origin differ among the disciplines. One essay of 1,200-1,600 words, numerous shorter-length papers and oral presentations are required. This course aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. These are required courses for all IB students.

1A017X0 ADVANCED PLACEMENT LITERATURE AND COMPOSITION

1 CREDIT

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the AP Exam 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 the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board AP Exam. *Prerequisite: English III [H]*

0A017X0 AP SEMINAR

1 CREDIT

This foundational, cross-curricular course is designed to equip students with the power to analyze and evaluate information with accuracy and precision in order to create effective evidence-based arguments. Students will examine real-world topics from multiple sources and points of view and will use this research to form their own perspectives. Students will then communicate their ideas through written essays and presentations. Students will complete a three-part AP assessment process: team project and presentation, individual research-based essay and presentation, and AP Exam. Prerequisite: Grades 10-11

ELECTIVES

- 44005X0 LATINX AMERICAN LITERATURE [H]** **H** 1 CREDIT
 This course is a survey of the development of Latin American literature and its interactions with media, culture, politics in the region and its eventual convergence with popular-culture and globalization. This course will cover the major Latinx American writers and literary movements. The goal is to challenge students to think critically about issues of race, class, gender, culture, and identity in order to understand the evolving character of Latin America through representative literary text.
- 10252X0D CREATIVE WRITING I** **D H** 1 CREDIT
 This course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, and content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence and publication of a literary magazine.
- 10255X0D CREATIVE WRITING I [H]** **D H** 1 CREDIT
 This course is designed for students interested in writing original poetry, plays, essays, and short stories. They consider the elements of creativity – inspiration, form, and content – in relation to representative authors. Self-criticism, group evaluation, contest entries, and publication of student work are required activities.
- 10252X0H CREATIVE WRITING II** **D H** 1 CREDIT
 In this course students will research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication and may be expected to participate in the publication of a school literary magazine. *prerequisite(s): Creative Writing I*
- 10255X0 CREATIVE WRITING II [H]** **D H** 1 CREDIT
 This course is designed for students interested in exploring the Creative Writing II curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write extended and polished responses to course assignments, participate in peer review panels, and submit manuscripts for publication. They may also be expected to participate in local publication of a school literary magazine. *Prerequisite: Creative Writing I*
- 10252X0M TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE - MYTHOLOGY** **H** 1 CREDIT
 This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry with a focus on Mythology. They participate in literature circles, write analyses of works, do research, and develop projects.

10312X0A YEARBOOK I **D H** 1 CREDIT

D Design **A** Arts **E** Engineering **H** Humanities

The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copywriting, and proofing. **Prerequisite: Application and Teacher recommendation**

10325X0D YEARBOOK II [H] **D** **H** 1 CREDIT

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. 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. **Prerequisite: Yearbook I, application, and teacher recommendation**

10335X0A YEARBOOK III [H] **D** **H** 1 CREDIT

Students who have completed Yearbook I and II and who desire to refine skills in planning, layout, and technology may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism. This honors course provides journalism students the opportunity to expand their portfolios (begun in Yearbook II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the yearbook staff. In addition, they increase technological skills and refine writing skills. Students may receive honors credit in Yearbook III Honors one time only. **Prerequisite: Yearbook I, Yearbook II HONORS, and teacher recommendation**

10255X0C LEADERSHIP IN MEDIA I HONORS **D** **H** 1 CREDIT

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

10255X0M LEADERSHIP IN MEDIA II HONORS **D** **H** 1 CREDIT

In addition to the leadership skills required in Leadership in Media I, students in this honors course act in a supervisory role for not only their peers but also for emerging leaders within their staff, conducting meetings, fostering creativity and productivity, and establishing a collaborative and communicative environment. Students will also be required to study a book independently on leadership. This course is designed for students who are committing to a second year of leadership for school-wide publications, such as the school newspaper, yearbook, or literary magazine. **prerequisite(s): Leadership in Media I HONORS**

ENGLISH AS A SECOND LANGUAGE

ESL I **10382X02 (Part I)** 1 CREDIT
10382X03 (Part II)

This course is recommended for English Learners at the Comprehensive level of support (Entering Level 1) and/or Emerging (Level 2) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in this course tend to be in Year 1 or Year 2 of schooling in the U.S., have very limited or no English language proficiency, struggle significantly to manage classroom content and require extensive scaffolding and modification to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 10-12 students.

ESL II **10382X04 (Part I)** 1 CREDIT
10382X05 (Part II)

This course is recommended for English Learners at the Comprehensive / Moderate level of support (Emerging Level 2 and/or Developing Level 3) on the Reading and Writing subtests of the WIDA screener or ACCESS tests. Students in the course tend to be in Year 2, Year 3, or Year 4 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and some academic topics, may be able to manage grade-level content with language scaffolds and require moderate scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 12-15 students.

ESL III **10382X06 (Part I)** 1 CREDIT
10382X062 (Part II)

This course is recommended for English Learners at the Moderate level of support (Developing Level 3 and/or Expanding Level 4) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in the course tend to be in Year 3 or Year 4 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and many academic topics, may be able to manage grade-level content with language scaffolds and require minimal scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 15 students.

ESL IV **10382X07 (Part I)** 1 CREDIT
10382X072 (Part II)

This course is recommended for English Learners at the Moderate / Transitional level of support (Expanding Level 4 and/or Bridging Level 5) on the Reading and Writing subtests of the WIDA Screener or ACCESS tests. Students in this course tend to be in Year 3, Year 4, or Year 5 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and most academic topics, manage grade-level content with minimal language support language scaffolds and are able to participate in classroom activities with some language scaffolding. This course is designed to move students along the continuum of developing English as a new language. Recommended class size is a maximum of 15 students.

ADVANCED LANGUAGE SUPPORT FOR ELLS **10382X08 (Part I)** 1 CREDIT
10382X082 (Part II)

This course will focus on the finer details of the English language, specifically the academic language and skills needed for

success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Recommended class size is a maximum of 15 students.

The ESL course placement is not based on grade level but on the W-APT/ACCESS scores.

HEALTHFUL LIVING

All students must take Healthful Living. Students must have a minimum of two semesters in Healthful Living with a curriculum including wellness, nutrition, chemical and substance abuse prevention, safety, family life, mental health, stress management, reproductive health and safety, human trafficking, diseases, personal fitness and fitness testing, and team and individual sports.

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 or personal beliefs, by contacting the school principal. These students will be given an alternative health assignment.

Recommended courses for 9th Grade Students

Health and Physical Education

Required for graduation and recommended for all 9th grade students

This course is the prerequisite for all other Health and Physical Education courses, and as such, is the only course available to freshmen.

COURSE DESCRIPTIONS

60492X0 HEALTH AND PHYSICAL EDUCATION*

1 CREDIT

The completion of Health and Physical Education is a North Carolina high school graduation requirement. After completing Health and Physical Education students are encouraged to pursue other healthful living electives. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health. Course required for graduation. *This course is a prerequisite for all other Healthful Living courses*

60495X0 HEALTH AND PHYSICAL EDUCATION[H]*

1 CREDIT

The completion of Health and Physical Education is a North Carolina high school graduation requirement. The completion of Healthful Living I meets the North Carolina high school graduation requirement for Healthful Living. The Honors Healthful Living I course presents high rigor learning opportunities to meet the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives.

Physical education components go beyond the standard Healthful Living I offering using student-led project coursework which demands higher-level knowledge of Physical Education principles. Health components go beyond the standard Health Education offering by blending neuroscientific principles with behavioral health Concepts.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

- 60292X0D LIFETIME SPORTS** **E** 1 CREDIT
This course is designed to include the development of general personal fitness and active participation in lifetime sports such as tennis, badminton, table tennis, bowling, archery, racquetball and pickleball. Activities are equally divided within the total weeks of the course. This course includes history, rules and terminology with an emphasis in skill development, game strategies and safety. *Prerequisite: Health and Physical Education; Grades:10-12*
- 60602X0 PHYSICAL FITNESS I** **E** 1 CREDIT
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. *Prerequisite: Healthful Living I; Grades:10-12*
- 60292X0J TEAM SPORTS I** **E** 1 CREDIT
This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership. *Prerequisite: Healthful Living I; Grades:10-12*
- 60292X0K TEAM SPORTS II** **E** 1 CREDIT
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. *Prerequisite: Team Sports I; Grades:10-12*

WEIGHT TRAINING

- 60292X0AW WEIGHT TRAINING & CONDITIONING I (WOMEN ONLY)** **H** 1 CREDIT
This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. *Prerequisite: Health and Physical Education*
- 60292X0A WEIGHT TRAINING & CONDITIONING I** **H** 1 CREDIT
This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. *Prerequisite: Health and Physical Education*
- 60292X0BW WEIGHT TRAINING & CONDITIONING II (WOMEN ONLY)** **H** 1 CREDIT
This course is designed to improve muscular strength, power and aerobic conditioning. This course builds upon Weight Training and Conditioning I. *Prerequisite: Health and Physical Education and Weight Training and Conditioning I*
- 60292X0B WEIGHT TRAINING & CONDITIONING II** **H** 1 CREDIT
This course is designed to improve muscular strength, power and aerobic conditioning. This course builds upon Weight Training and Conditioning I. *Prerequisite: Health and Physical Education and Weight Training and Conditioning I*
- 60292X0L WEIGHT TRAINING AND CONDITIONING III** **H** 1 CREDIT
This course emphasizes dynamic stretching, core strength training, and cardiovascular fitness. 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. **Prerequisite: Health and Physical Education and Weight Training and Conditioning II**

SPORTS MEDICINE



60632X0 SPORTS MEDICINE I 1 CREDIT

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. **Prerequisite: Health and Physical Education**

60642X0 SPORTS MEDICINE II 1 CREDIT

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. **Prerequisite: Sports Medicine I**

60655X0 SPORTS MEDICINE III [H] 1 CREDIT

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

60665X0 SPORTS MEDICINE IV [H] 1 CREDIT

Sports Medicine IV Honors provides global exploration of important health topics through a societal lens. This course can only be taught by a nationally certified athletic trainer. This is a two-part course. The first portion is a student driven research project of a predetermined instructor assigned health topic that is encountered in the field of athletic training.

Small student learning groups will independently research their topic to an extensive level in order to create a product that is used to educate their peers. The product must include hands-on learning activities, delivery of content that utilizes technology, and a summative assessment tool. The second portion of the course requires the American Red Cross (ARC) certified instructor to lead students through the process of Emergency Response certification. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification. This course expands on the state standards for Healthy Living and Biology and infuses clinical application of medical skills and health literacy.

Prerequisite: Sports Medicine III; application required from athletic trainer.

60195X0A MAGNET SPORTS PSYCHOLOGY [H]   1 CREDIT

This course will introduce students to concepts and principles of sports psychology. This course is designed for students who are interested in learning more about how sport psychology can improve sport performance. Principles and concepts learned in the course can also be applied to improve awareness and performance in daily life.

MATHEMATICS

North Carolina Graduation Requirements

Four units of high school mathematics are required for graduation, including NC Math I, NC Math II, NC Math III and a higher level math course above NC Math III.

MATHEMATICS COURSES

The high school mathematics course of study is based upon the NC Math Standards adopted by the North Carolina State Board of Education in June 2016. The standards for the fourth math courses were revised and adopted in August 2019 and will be implemented in 2020-2021. The standards are divided into two equally important parts: The Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

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

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

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

In order to graduate from the Wake County Public School System, a student must earn a minimum of four credits in mathematics. More information on typical math course sequences can be found at [Math Sequences](#). Please note that this document does not include every possible path. Please talk with your school counselor about which path is best for you / your student.

COURSE DESCRIPTIONS

2020X0 INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)

1 CREDIT

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

20902X0 FOUNDATIONS OF NC MATH 1 (ELECTIVE CREDIT)

1 CREDIT

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

21092X0B NC MATH 1B

1 CREDIT

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

21092X0 NC MATH 1

1 CREDIT

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

20912X0/22092X0S FOUNDATIONS OF NC MATH 2/NC MATH 2

1 CREDIT

This course provides an opportunity to review and study foundational topics from NC Math 2 and complete Math 2 in the same year. The curriculum in NC Math 2 builds on the mathematics learned in context from NC Math 1, as students are asked to prove the algebra learning in Math 1 with logics. Students will focus on studying the mathematics of real world content in the areas of circles, transformations and rigid motions, congruency, trigonometry, 3-dimensional objects, probability and the study of functions in context. ***Prerequisite: Completion of NC Math 1; students will take Foundations of NC Math 2 in the fall and NC Math 2 during the spring semester, earning a total of two credits if successfully completing both classes.***

22092X0 NC MATH 2

1 CREDIT

The student should have a thorough knowledge of algebraic properties, and the ability to think logically. The curriculum builds on the mathematics learned in context from NC Math 1, as students are asked to prove the algebra learning in NC Math 1 with logics. Students will focus on studying the mathematics of real world content in the areas of circles, transformations and rigid motions, congruency, trigonometry, 3-dimensional objects, probability and the study of functions in context. **Prerequisite: Completion of NC Math 1 with a C or better.**

22095X0 NC MATH 2 [H]

1 CREDIT

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

20922X0 FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT)

1 CREDIT

Foundations of NC Math 3 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 3. Students will solve relevant and authentic problems using manipulatives and appropriate technology. **Prerequisite: Completion of NC Math 2.**

23092X0 NC MATH 3

1 CREDIT

This course provides an opportunity to apply methods from probability and statistics to draw inferences from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. **Prerequisite: Completion of NC Math 2 or Foundations of NC Math 3.**

23095X0 NC MATH 3 [H]

1 CREDIT

This course provides an opportunity to apply methods from probability and statistics to draw inferences from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. **Prerequisite: Outstanding performance in NC Math 2.**

24092X0 NC MATH 4

1 CREDIT

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or

Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions. **Prerequisite: NC Math 3**

24095X0 NC MATH 4 [H]

1 CREDIT

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

24015X0 DISCRETE MATH FOR COMPUTER SCIENCE [H]

1 CREDIT

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

Prerequisite(s): Honors NC Math 4 or Precalculus

2A047X0 AP PRECALCULUS

D A E H

1 CREDIT

In AP Precalculus, students will explore everyday situations using mathematical tools and lenses. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. This course is designed for students pursuing careers in STEM-related fields and will prepare students for higher level mathematics and science courses. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions. **Recommended prerequisite(s): Honors NC Math 3**

2A007X0 ADVANCED PLACEMENT CALCULUS: AB LEVEL

D A E H

1 CREDIT

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions. **Prerequisite: PreCalculus (H); students will take AP Calculus AB in the fall and AB Calculus BC during the spring semester, earning a total of two credits if successfully completing both classes.**

2A017X0 ADVANCED PLACEMENT CALCULUS: BC LEVEL **D** **A** **E** **H** 1 CREDIT

This is a one period course for those students who have performed well in AP Calculus AB or scored at least a 3 on the AP Calculus AB Exam or a 3 on the BC exam. The material revisits some topics introduced in the AB courses but applies these concepts in a more theoretical manner and also includes differentials, integrals, infinite series, and some differential equations. There is an emphasis on using both calculators and computer technology in the course. The intent is to prepare students for third semester college calculus. Students are expected to take the AP Calculus BC exam in May.

Prerequisite: Outstanding performance in AP Calculus AB; students will take AP Calculus AB in the fall and AB Calculus BC during the spring semester, earning a total of two credits if successfully completing both classes.

2A037X0 ADVANCED PLACEMENT STATISTICS **D** **E** 1 CREDIT

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data where students observe patterns and departures from patterns, 2) planning a study that involves deciding what and how to measure, 3) anticipating patterns in advance where models are produced using probability and simulation, 4) statistical inference in which models are confirmed. Students are expected to take the AP Exam in May. Students may receive credit and/or advanced placement for a one-semester introductory college statistics course. Good alternative to Calculus for students who intend to study natural sciences or social science at the university level. **Prerequisite: Successful completion of NC Math 3, NC Math 4, NC Math 4 [H], PreCalculus (H) or teacher recommendation; this course is for 11th and 12th grade students.**

2I608X0 IB MATHEMATICS: ANALYSIS AND APPROACHES SL **D** **E** 1 CREDIT

Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

SCIENCE

Recommended courses for ninth-graders

Choose **ONE** of the following:

Earth Science, Earth Science (H) or Biology (H)

* electives open to 9th grade students, check prerequisites

Requirements for Graduation

Three units of science, one of which must be a life science (biology), one of which must be a physical science (physical science, chemistry, or physics) and one of which must be earth/environmental science.

COURSE DESCRIPTIONS

35012X0 EARTH SCIENCE/ENVIRONMENTAL SCIENCE

1 CREDIT

This course meets the earth/ environmental science requirement for graduation. It is for students who wish to develop an appreciation and in-depth understanding of earth processes. The four main disciplines of Earth Science that will be covered: geology, oceanography, meteorology, and astronomy.

35015X0 EARTH SCIENCE/ENVIRONMENTAL SCIENCE [H]

1 CREDIT

All topics covered in academic Earth Science will be covered in this course with increased depth. Additional topics will be added for enrichment. Students will do increased lab work and homework preparation.

33202X0 BIOLOGY

1 CREDIT

The purposes of this course are to develop concepts and principles of biology and to promote an understanding of the processes of organisms from the cellular to the multicellular level. The course emphasizes the relationship of the organisms to one another and gives particular attention to human beings as a living organism and to our relationship with our environment. Laboratory work is an important part of each phase of study. This course is designed for students of average ability. ***This course is not designed for ninth-graders. Ninth-graders should enroll in Earth Science or Biology (H). Students are required to take an End-of-Course Test. Successful completion of Earth Science is recommended.***

33205X0 BIOLOGY [H]

1 CREDIT

This course is designed to provide accelerated experiences in biology. Students will be expected to be able to work independently and possess higher level thinking skills such as synthesis, analysis, and evaluation. The same basic concepts and principles for Biology are discussed, but to a greater depth and magnitude. Laboratory work as well as consistent homework preparation is an important part of each phase of study. Students are required to take an End-of-Course Test. ***Successful completion of Earth Science is recommended.***

34205X0 CHEMISTRY [H]

1 CREDIT

This course is designed for the student with superior achievement (A or B) in Math II (H). Abstract thinking, problem solving, and application of facts and principles are emphasized. Honor students are expected to be independent learners who can move through the standard course of study at a faster pace so that some topics can be covered in greater depth. The major goals of this class are to build an understanding of the structure and properties of matter, regularities in chemistry, energy changes, equilibrium and kinetics. ***Prerequisite: Currently enrolling in Math 3 (H) or higher .***

34305X0 PHYSICS [H] **E** 1 CREDIT

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

3A027X0 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE **E** 1 CREDIT

This college-level course provides 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 the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are encouraged to take the AP Exam. This course will satisfy the earth/environmental science requirement for graduation. **Prerequisite: Successful completion of Biology and currently enrolled in Chemistry.**

34102X0 PHYSICAL SCIENCE **E** 1 CREDIT

This course is based on an inquiry system of teaching and learning. The system includes observation, investigation, research of appropriate literature, interpretation and critical study of conclusions. Through these methods, the student will acquire an understanding of the basic processes of physics and chemistry as well as fundamental scientific knowledge. The basic contents are matter and energy. The laboratory orientation of the course allows students to investigate the most commonly presented topics in physical sciences.

33305X0 ANATOMY AND PHYSIOLOGY [H] **E** 1 CREDIT

This is a college preparatory science course that provides students with the opportunity to engage in a detailed study of the human body. The interrelationships between the structural design of the human body and its intricate functions will be the focus of this course. The physical and chemical bases for the biological processes of the body systems will be analyzed. The importance of all body systems working together and working properly to maintain homeostasis will also be studied. Dissections and laboratory investigations are used extensively in our year long study of anatomy and physiology. **Prerequisites: Successful completion of biology and chemistry at a "C" Level or above; therefore, this course is closed to freshmen. Students may be enrolled concurrently in Honors Anatomy and Honors chemistry.**

3A007X0 ADVANCED PLACEMENT BIOLOGY **E** 1 CREDIT

Students will study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics will include the structure and functions of cells and organisms, the organization and interrelationships among living systems, heredity, molecular genetics, growth, development, and evolution. Independent study and discussions are extensive. Research projects are required. Laboratory investigations, including the required AP Labs, and discussions are extensive. The students are encouraged to take the AP Biology Exam and qualify for college credit in many universities. **Prerequisite: Biology and Chemistry One period every day for 1 AP credit.**

3I018X0/3I008X0 IB BIOLOGY HL/SL **E** 1 CREDIT

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and

evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

3A017X0 ADVANCED PLACEMENT CHEMISTRY 1 CREDIT

This course will prepare students for the AP and IB Chemistry exams in order to qualify for college credit in many universities. Students will study at a deeper level all the basic principles and concepts covered in an introductory college-level course. Topics to be emphasized include kinetics, equilibrium, acid/base equilibrium, thermodynamics, electrochemistry and organic chemistry. Additionally, students will conduct a minimum of 25 hours of laboratory experiments at a high level of proficiency. **Prerequisite: Successful completion of Math II and a preliminary chemistry course. One period every day for 1 AP credit.**

3I038X0/3I028X0 IB CHEMISTRY HL/SL 1 CREDIT

This science course is taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

3I098X0 IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL 1 CREDIT

S&S is one of two interdisciplinary courses offered in the Diploma Programme, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either an individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group. Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation.

35405X0 ASTRONOMY [H] 1 CREDIT

The underlying principles of life, earth, and physical science are integrated in this study of the universe. Students will study several aspects of Astronomy including moon phases, seasons, ancient astronomy, stars, constellations, planets, comets, black holes, and astrobiology. Observational astronomy skills and critical thinking are fostered through the use of laboratory activities, research, and projects.

30205X0A FORENSIC SCIENCE [H] 1 CREDIT

This course allows students the opportunity to examine the roles of the modern day forensic scientist. Students will experience 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 **Prerequisite: Biology and Chemistry; therefore, this course is closed to freshmen.**

35355X0 MARINE ECOLOGY [H] 1 CREDIT

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. **Prerequisite: Successful completion of or current enrollment in Biology.**

30205X0E RESEARCH METHODS AND TECHNIQUES [H] 

1 CREDIT

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. The 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. *Prerequisite(s): NC Math 1 and Biology.*



SOCIAL SCIENCES

Sequences of required Social Sciences courses 4 Credits of Social Studies required for graduation

World History	American History	Civic Literacy	Economics & Personal Finance starting w/ class 2024
AP World History	AP US History	AP Gov Pol	Social Studies Elective

There are several different sequences a student can choose for Social Studies. From their 9th grade class, they can choose a standard, honors or AP level.

Recommended Courses for Ninth-Graders

Choose *ONE* of the following:

- World History
- World History [H]
- AP Human Geography (Pre-IB)

Electives Open to 9th Grade Students:

African American Studies [H]

Conversations in Diversity/Psychology/Sociology (H)

43032X0 WORLD HISTORY

1 CREDIT

43035X0 WORLD HISTORY [H]

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

4A097X0 ADVANCED PLACEMENT WORLD HISTORY: MODERN

1 CREDIT

This is a new course for the 2019-20 school year with updated resources available on the College Board website. The course begins in 1200 CE, and students will begin the course with a study of civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students enrolled in this course are expected to take the College Board Advanced Placement test.

43112X0 AMERICAN HISTORY 1 CREDIT

43115X0 AMERICAN HISTORY [H]

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.).

43192X0 ECONOMICS & PERSONAL FINANCE 1 CREDIT

43195X0 ECONOMICS & PERSONAL FINANCE [H]

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

43182X0 FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY 1 CREDIT

43185X0 FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY ([H])

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens as well as how it has evolved over time.

4A077X0 ADVANCED PLACEMENT UNITED STATES HISTORY 1 CREDIT

This course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; people; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board Advanced Placement test. *Prerequisite: 11th and 12th grade*

4A067X0 ADVANCED PLACEMENT US GOVERNMENT AND POLITICS 1 CREDIT

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 political institutions and processes. Students enrolled in this course are expected to take the College Board AP Exam. **Prerequisite(s): FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY**

4I008X0 IB HISTORY OF AMERICAS HL 1 CREDIT

History of the Americas is a two year higher level International Baccalaureate course. This course is a systematic and critical study of the human experience, including social, economic, political and cultural events through the 19th and 20th centuries. Presenting historical explanations from an international perspective is an objective of this history course and, therefore, candidates will be expected to study the histories of a selection of

countries and themes within the chosen region. The study of a country's national history will be in the comparative, regional framework of the History of the Americas

ELECTIVES

4A107X0 ADVANCED PLACEMENT AFRICAN AMERICAN STUDIES **H** 1 CREDIT
This course allows students to explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course draws from a variety of fields; history, literature, the arts, geography, science, and law to explore the vital contributions and experiences of African Americans. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Students enrolled in this course are expected to take the College Board AP Exam.

48005X0M MAGNET THE LAW LAB **[H]** **H** 1 CREDIT
This academic course focuses on the legal, judicial, law enforcement, and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

4A027X0 ADVANCED PLACEMENT HUMAN GEOGRAPHY **E** **H** 1 CREDIT
This course 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.

4A057X0 ADVANCED PLACEMENT PSYCHOLOGY **E** **H** 1 CREDIT
Survey of basic principles for the understanding of behavior and experience including development, learning, cognition, biological foundations, perception, motivation, personality, behavior abnormalities, measurement of individual differences, and social processes. The value of scientific observation and experimentation to the development of psychological understanding is emphasized.

48005X0J CONTEMPORARY LAW AND JUSTICE **[H]** **E** **H** 1 CREDIT
This course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

48005X0E CONVERSATIONS IN DIVERSITY **[H]** **E** **H** 1 CREDIT
This course offers students the opportunity to explore and reflect on a variety of perspectives on current and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

10255X0B MAGNET THE HUMAN EXPERIENCE **[H]** **E** **H** 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.

48005X0M MAGNET HUMAN FACTORS: USING PSYCHOLOGY TO IMPROVE DESIGN (H)

This elective introduces the student to the biological and neurological limits of human perception and then demonstrates how understanding these limits allows us to optimize the design of machines or processes so that the problems arising from human limits are accommodated while the advantages of human perception are enhanced. This course provides the student with a unifying experience in three of our Pathways: humanities, design and engineering. The Human Factors discipline in psychology is a fast-growing field and students who successfully complete this elective will be able to transition to undergraduate courses in this area after graduation.

4I108X0/4I098X0 IB PSYCHOLOGY HL/SL 1 CREDIT

This course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry; encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions. Develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society. Enable students to collect, describe and analyze data used in studies, test hypotheses; and interpret complex data and source material. Enable the student to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty. Develop an awareness of how psychological research can be applied for the better understanding of human behavior. Ensure that ethical practices are upheld in psychological inquiry. Develop an understanding of the biological, cognitive and sociocultural influences on human behavior. Develop an understanding of alternative explanations of behavior and understand and use diverse methods of psychological inquiry.



SPECIAL PROGRAMS

Enrollment in these courses is determined through a student’s Individualized Education Program (IEP)

Southeast has a very diverse special education department. Programs are available to serve most areas, including students with Hearing Impairment, Visual Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Speech/Language Impairment, Specific Learning Disabilities, Traumatic Brain Injuries, Autism Spectrum Disorder, Emotional Disabilities, Behavioral/Emotional Disabilities, and Other Health Impairment. Special Education Services are provided to students with identified disabilities who demonstrate the need for specialized instruction; each student has an Individualized Education Program (IEP) to address specific needs.

Special Education students following the North Carolina Standard Course of Study are served through Consultation, Curriculum Assistance and/or In-Class Resource. Consultation is available for independent students but is not recommended for rising ninth-graders.

The Occupational Course of Study program (OCS) is also available. This program provides a modified curriculum with an emphasis on developing skills necessary for competitive employment opportunities. Southeast also has self-contained classrooms for students who need individualized instruction in functional academics and life skills; please note that these students are placed in specific schools through Special Education Services.

**Parents of students who may qualify for service in one of these programs should contact the school for placement information and scheduling assistance.*

SPECIAL EDUCATION COURSES:

Diploma Courses

Curriculum Assistance 9th-12th Grade (Academic Support)

Curriculum Assistance 9th-12th Grade (Behavior Support)

Occupational Course Study			
Employment Preparation I	Employment Preparation II	Employment Preparation III	Employment Preparation IV
Occupational English I	Occupational English II	Occupational English III	Occupational English IV
Occupational Introduction to Math	Math I	Financial Management	
Occupational Applied Science	Biology		
Occupational American History I	Occupational American History II		

Southeast also provides an in-class resource (ICR) in specific Core classes for students whose Individualized Educational Program (IEP) reflects the need for this level of service. Southeast’s ICR offerings are subject to change each school year.

ICR CLASS LISTINGS:		
English I	Introductory Mathematics (Elective)	High School Reading
English II	Biology	Reading Competency
Fundamental Math 1 (Elective)	Math I	

COURSE DESCRIPTIONS

96102X0K CURRICULUM ASSISTANCE

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, organization, and study skills instruction. The student is taught strategies to organize materials, take notes, test taking skills, proofread, follow directions, self-advocacy skills, use supplemental materials, and apply these skills in classroom situations. In addition, Behavior Support Curriculum Assistance is offered with a primary focus of developing appropriate social skills and addressing emotional needs.

10012X0B HIGH SCHOOL READING

1 CREDIT

The course focuses on basic reading skills. Areas of study include phonological awareness, decoding skills, word recognition skills, vocabulary development, comprehension, fluency, and spelling.

OCCUPATIONAL COURSE OF STUDY DIPLOMA COURSES

The Occupational Course of Study (OCS) is available for those students with disabilities who are specifically identified for the pathway. OCS follows the standard course of study and meets the requirements for a NC HS diploma. OCS includes course work and requires the completion of 600 vocational training hours. OCS is intended to meet the needs of a small population of students with disabilities and focuses on post-secondary vocational skills, employment and independent living. The Occupational Course of study will be an appropriate alternative that is beyond the scope of services within the future ready core general education. 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.

Passing grades in all required OCS coursework:

English I	English II	English III	English IV
Intro to Math	LDME	Math I	Financial Management
Applied Science	Biology	Founding Principles of the United States of America and North Carolina: Civic Literacy	Economics and Personal Finance
Employment Prep I	Employment Preparation II	Employment Preparation III	Employment Preparation IV
American History I	American History II	Health/Physical Education	4 CTE credits
150 hours of successful school-based vocational training			
225 hours of successful community-based vocational training			
225 hours of successful competitive employment			
Completion of Career Portfolio containing all required components			

9210BX0V NCVPS ENGLISH I

1 CREDIT

The OCS English I course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. This course is strategically aligned with Common Core Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through regular use of a variety of web tools and technical processes. Pre-Assessments will be used as diagnostic tools. Completion and Mastery Assignments serve as formative assessment,

and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

9211BX0V NCVPS ENGLISH II

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

9212BX0V NCVPS ENGLISH III

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

9213BX0V NCVPS ENGLISH IV

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. The course is further designed to help students prepare for a culminating senior project. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

9220BX0V NCVPS INTRODUCTION TO MATHEMATICS

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for NC Math 1. This course blends the best of online and classroom

activities. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

28002X0EV NCVPS LOCALLY DEVELOPED MATH ELECTIVE

1 CREDIT

(This course replaces the NC Math 1 Part A course)

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, NC Math 1. Successful completion of both the Locally Developed Math Elective Course and NC Math 1 will fulfill the Math 1 requirement. This course blends the best of online and classroom activities. Six engaging units cover topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

9221BX0 NC MATH I

1 CREDIT

(This course replaces the NC Math 1 Part B course)

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The NC Math 1 course teaches the Common Core Standards for NC Math 1 and is the second course in the NC Math 1 sequence. Successful completion of both the Locally Developed Math Elective Course and NC Math 1 will fulfill the Math 1 requirement. This course blends the best of online and classroom activities. Five engaging units cover topics such as polynomials and factoring, quadratic functions, exponential functions, data analysis, and parallel and perpendicular lines. Students will also explore a variety of mathematical formulas and apply these formulas in real-life scenarios. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

9222BX0V NCVPS FINANCIAL MANAGEMENT

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Financial Management course teaches NC Essential Standards for Financial Management and equips students with the skills needed for independent living. This course blends the best of online and classroom activities. Six engaging units and a final project help students develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

9231BX9V NCVPS APPLIED SCIENCE

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Applied Science Course blends the best of online and classroom activities as students learn environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Science teacher as well as a face-to-face OCS teacher.

9232BX0V NCVPS BIOLOGY

1 CREDIT

This course is intended for Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. Technology skills will be reinforced throughout the entire course. Pre-Assessments will be used as diagnostic tools, while lessons delve into the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Biology teacher as well as a face-to-face OCS teacher. This collaboration will ensure that activities are differentiated to meet the diverse learning needs of students in this course.

9247BX0V NCVPS AMERICAN HISTORY I

1 CREDIT

The American History I course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The course is intended to be taught prior to the American History 2 course. The American History I course is strategically aligned with the North Carolina Essential Standards for American History I. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post-Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the

United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America. Students will develop skills essential to competency on state-standard MSLs (Measures of Student Learning). Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom’s Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. The course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Social Studies teacher as well as a face-to-face OCS teacher.

9248BX0V NCVPS AMERICAN HISTORY II

1 CREDIT

The American History 2 course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. It is a sequel course to American History 1. The course is strategically aligned with the North Carolina Essential Standards for American History 2. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America’s dependence on evolving technologies. Students will also learn about 19th – 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America. Students will develop skills essential to competency on state-standard MSLs (Measures of Student Learning). Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom’s Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. The course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Social Studies teacher as well as a face-to-face OCS teacher.

9260BX0 EMPLOYMENT PREP I SCIENCE

1 CREDIT

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities, where they start working towards obtaining the 150 on campus hours, doing jobs 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.

9261BX0 EMPLOYMENT PREP II CITIZENSHIP 1A

1 CREDIT

9262BX0 EMPLOYMENT PREP II CITIZENSHIP 1B

1 CREDIT

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, in which students should have completed their 150 on-campus hours by the end of this course. Job seeking skills also continue to be refined. Two credits are earned with this course.

9263BX0 EMPLOYMENT PREP III CITIZENSHIP 2A

1 CREDIT

9264BX0 EMPLOYMENT PREP III CITIZENSHIP 2B

1 CREDIT

This course is designed to allow students to continue the development and begin the application of skills learned in Employment Prep 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. Students will continue work on their career portfolios and begin to independently apply skills mastered from studying the six categories of employable skills.

9265BX0 EMPLOYMENT PREP IV MATH

1 CREDIT

This course gives students the opportunity to synthesize all the skills acquired in previous Employment Prep 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 225 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 high school experience. Students will also engage in Person Centered/Driven Planning, and explore Federal regulations associated with public health in addition to finalizing career portfolios and transferring skills mastered from experience with the six categories of employability skills.

9610BX0A VOCATIONAL EXPERIENCE

1 CREDIT

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.

GRADUATION CERTIFICATE REQUIREMENTS (ECS)

Content Area	For 9th Graders Entering in 2025-2026	For 9th Graders Entering in 2022-2023	For 9th Graders Entering in 2021-2022	For 9th Graders Entering in 2019-2020
English	4 Credits English/LA I-IV (9310AX0-9313AX0)	4 Credits English/LA I-IV (9310AX0-9313AX0)	4 Credits English/LA I-IV (9310AX0-9313AX0)	4 Credits
Mathematics	4 Credits Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	4 Credits Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	4 Credits Financial Management I (9322AX0), Financial Management II (9323AX0), NC Math 1 A (9324AX0), and NC Math 1 B (9325AX0)	4 Credits
Science	3 Credits Earth/Environmental Science (9330AX0) Biology A(9332AX0) Biology B(9333AX0)	3 Credits Applied Science, Biology A and Biology B	3 Credits Applied Science, Biology A and Biology B	3 Credits
Social Studies	4 Credits Economics and Personal Finance (9344AX0) Founding Principles of the USA and NC: Civic Literacy(9346AX0) American History(9345AX0) World History(9347AX0)	4 Credits Economics and Personal Finance (9344AX0) Founding Principles of the USA and NC: Civic Literacy(9346AX0) American History(9345AX0) World History(9347AX0)	4 Credits Economics and Personal Finance (9344AX0) American History I (9342AX0) American History II (9343AX0) Civics and Governance (9340AX0)	3 Credits
Health & Physical Education	1 Credit Health & Physical Education	1 Credit Health & Physical Education	1 Credit Health & Physical Education	1 Credit Health & Physical Education
Electives	6 Credits NC Vocational Preparation NC Health, Safety & Independent Living 4 additional courses from Occupational Preparation and/or CTE	6 Credits NC Vocational Preparation NC Health, Safety & Independent Living 4 additional courses from Occupational Preparation and/or CTE	6 Credits NC Vocational Preparation NC Health, Safety & Independent Living 4 additional courses from Occupational Preparation and/or CTE	6 Credits Minimum of two (2) and Maximum six (6) elective credits must come from Extended Content Elective Courses: Vocational Preparation and Health Safety & Independent Living B. Additional elective courses may come from: Occupational Preparation I, II, III, IV Career Technical Education elective (Elective credits were non-specific prior to 2019)
Total	22 Credits	22 Credits	22 Credits	21 Credits

CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS

9610AX0C SKILLS IN INDEPENDENT LIVING

1 CREDIT

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.

9610AX0A VOCATIONAL EXPERIENCE

1 CREDIT

This course for students in special education is to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidence Prerequisites are: (1) work related behaviors, (2) employment adjustment.

9610AX0E EMPLOYMENT ADJUSTMENT

1 CREDIT

Students participate in on-campus jobs based on IEP goals to build job related skills.

9610AX0D WORK RELATED BEHAVIOR

1 CREDIT

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.

9610AX0B SOCIALIZATION LEISURE SKILLS

1 CREDIT

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.

9390AX0 NC ELECTIVE HLTH, SAFETY, IND. LIVING

1 CREDIT

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community and recreational/leisure Activities.

9391AX0 NC VOCATIONAL PREPARATION

1 CREDIT

This course is designed to allow exploration of interest and skills for postsecondary employment opportunities. Students learn necessary skills that will allow them essential components for workplace readiness and career preparation.

60292X0 PHYSICAL EDUCATION

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.

ENGLISH/LANGUAGE ARTS

9310AX0 ENGLISH/LANGUAGE ARTS I

1 CREDIT

This academic course focuses on the development of skills needed for communication and comprehension in functional reading and writing. Emphasis is on enabling the student to interact with his environment independently to the extent of his abilities.

9311AX0 ENGLISH/LANGUAGE ARTS II

1 CREDIT

This academic course focuses on further development of skills needed for communication and comprehension in functional reading and writing.

9312AX0 ENGLISH/LANGUAGE ARTS III

1 CREDIT

This academic course provides development of skills and understanding of functional reading and writing as it pertains to the student's interaction with his/her environment in a variety of prevocational/vocational settings.

9313AX0 ENGLISH/LANGUAGE ARTS IV

1 CREDIT

This academic course provides further development of the skills and understanding of functional reading and writing as it pertains to the student's independent interaction with his/her environment in a variety of vocational settings to the extent of his/her abilities.

MATH

9324AX0 NC MATH 1A

1 CREDIT

This course is designed for students to understand and demonstrate number and quantity by using unit rate to identify quantities, extending the base ten system to tenths and hundredths place, and computing with base ten system to tenths and hundredths place.

9325AX0 NC MATH 1B

1 CREDIT

This course is designed for students to understand and demonstrate seeing structures in systems, creating equations, and reasoning with equations and inequalities equivalent expressions, understanding inequalities and solving equations/inequalities.

9322AX0 FINANCIAL MANAGEMENT I

1 CREDIT

This course is designed for students to understand the difference between wants and needs, that money comes from working, and appropriate methods for personal financial management and independent living.

9323AX0 FINANCIAL MANAGEMENT II

1 CREDIT

This course is designed for students to apply budgeting skills, learn appropriate methods for personal financial management and independent living, and apply math skills to consumer spending.

SCIENCE

9231AX0 APPLIED SCIENCE

1 CREDIT

This course is designed for students to understand and apply safety measures and procedures in a variety of situations in the community and home, apply skills associated with providing simple first aid and obtaining medical treatment when needed and apply the skills needed to practice healthful living and good nutrition.

9332AX0 BIOLOGY A

1 CREDIT

This course is designed for students to understand the structures and functions of living organisms and understand how living things interact with and within their Environments.

9333AX0 BIOLOGY B

1 CREDIT

This course is designed for students to understand the impact of human activities on the environment and interdependence of living organisms within their Environments.

SOCIAL STUDIES

9340AX0 CIVICS AND GOVERNANCE I

1 CREDIT

This course is designed for students to understand individual rights and the common good, the impact of government on society and individuals, and understand Citizenship.

9341AX0 CIVICS AND GOVERNANCE II

1 CREDIT

This course is designed for students to understand the creation and development of the United States over time using chronological thinking and historical Comprehension.

9342AX0 AMERICAN HISTORY I

1 CREDIT

This course is designed for students to understand the creation and development of the United States over time using historical research and historical analysis and Interpretation.

9344AX0 ECONOMICS AND PERSONAL FINANCE

1 CREDIT

The Extended Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

9345AX0 AMERICAN HISTORY

1 CREDIT

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

9346AX0 FOUND PRIN USA&NC: CIVIC LITERACY**1 CREDIT**

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and the political systems of North Carolina and the United States embody the founding principles of government.

9347AX0 WORLD HISTORY**1 CREDIT**

The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.



VISUAL AND PERFORMING ARTS

Recommended courses for 9th grade students

Art

Visual Art 1
Magnet Digital Arts 1

Dance

Modern Dance Beginning
Modern Dance Intermediate*
(Advanced-level classes are open through placement auditions in the spring.*)

Theatre

Theatre Arts I
Theatre Arts II*
Technical Theatre I
Technical Theatre II*
(Advanced-level classes are open through placement auditions in the spring.*)

Music

Vocal Music I: Mixed Chorus Beginning
Vocal Music II: Chorus Ensemble (Intermediate) *
Instrumental Music: Orchestra I: Concert Orchestra
Instrumental Music: Band I: Concert Band *
Instrumental Music: Band II: Concert Band *
(All other choral, band, and orchestra performing classes are open through placement auditions in the spring.*)

Broadcasting

Programming & Broadcasting Beginning

FINE ARTS

5A027X0 AP STUDIO ART: 2D DESIGN (D) (A)

1 CREDIT

This is a college-level course focusing on two-dimensional (2-D) applications such as painting, collage, graphics, photography and fibers. As the name suggests, the focus of the course is on learning to create successful design in the student's chosen medium. In the course, students are encouraged to work independently with a minimum of instructor supervision. The emphasis is on learning to understand art as an ongoing process of informed and critical decision making. Students will prepare a portfolio showing proficiency in two areas as defined by College Board (1) Sustained investigation of 15 works in a particular visual interest or problem; and (2) Breadth of the artistic experience in 5 works, including formal, technical, and expressive concerns. According to College Board, "AP Studio Art: 2D Design is for highly motivated students who are seriously interested in the study of art." *Prerequisite: Open to Juniors and Seniors with instructor recommendation.*

5A037X0 AP STUDIO ART: 3D DESIGN (D) (A)

1 CREDIT

This is a college level course focusing on 3D applications such as clay, wood, assemblage, relief and in-the-round sculpture. As the name suggests the course is focused on design concepts as applied to sculpture. Students will create a portfolio showing proficiency in the two areas as defined by the College Board (1) Sustained investigation of 15 images of a particular visual interest or problem; and (2) Selected Works of the artistic experience in 5 works, including formal, technical, and expressive concerns. AP 3-D Design is for highly motivated students who are seriously interested in the study of art. *Prerequisite: Open only to Juniors and Seniors who have taken at least 1.5 credits of high school art. Instructor recommendation required.*

54622X0A DRAWING-VAS INTERMEDIATE (D) (A)

1 CREDIT

This course builds on a basic understanding of the elements and principles. It introduces various drawing media with a focus on mark-making, observational/study skills, compositional planning, color theory, a deeper comprehension of 3D space and perspective, and the relationship of light to space and value. *Prerequisite(s): Visual Arts – Beginning or portfolio*

54635X0A PAINTING - VAS ACCOMPLISHED [H] (D) (A)

1 CREDIT

This course develops the elements and principles of design through an exploration of a broad range of various painting media and techniques and introducing information needed for a higher level understanding of color theory. *Prerequisite(s): Visual Arts – Intermediate Drawing or portfolio*

54622X0SC SCULPTURE/CERAMICS - VAS INTERMEDIATE (D) (A)

1 CREDIT

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. *Prerequisite(s): Visual Arts – Beginning or portfolio*

54635X0B SCULPTURE/CERAMICS - VAS ACCOMPLISHED [H] (D) (A)

1 CREDIT

Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay (hand building and/or wheel) and other sculptural materials (plaster, wood, wire, paper mache, etc). All types of construction, glaze formulation, and firing techniques are explored. Form and shape are stressed using materials appropriate to sculpting.

Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. **Prerequisite(s): Visual Arts – Intermediate Sculpture/Ceramics or portfolio**

54645X0A SCULPTURE/CERAMICS - VAS ADVANCED [H] **D** **A** 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. This course offers a concentrated study in sculptural areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as these relate to personal art expressions. Students will be working towards specific portfolio goals in wheel and/or hand-building with clay, other non- clay sculptural media, (plaster, wood, wire, paper mache, etc.) artist research, and a concentrated area of study where the work will focus on a specific theme of the student’s choosing.
Prerequisite(s): Acc Hon Sculpture/Ceramics or portfolio

54622X0D COMMERCIAL ART:PRINTMAKING/TEXTILES VAS **D** **A** 1 CREDIT
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.

54612X0M MAGNET DIGITAL ARTS **D** **A** 1 CREDIT
This is an introductory art course that introduces the elements and principles and Adobe digital art programs.

54622X0G MAGNET DIGITAL PHOTOGRAPHY **D** **A** 1 CREDIT
This course builds on previous knowledge of elements and principles, as well as Adobe programs, and introduces the mechanics of a camera and the art of photography. **Prerequisites Magnet Digital Arts and Art I**

54152X0X MAGNET COMPUTER GRAPHICS **D** **A** 1 CREDIT
Students will explore computer generated art using Adobe Illustrator and other Adobe CC software. The course will focus on graphic design, as well as digitally created fine art.

54162X0D MAGNET COMPUTER GRAPHICS II **D** **A** 1 CREDIT
Students will explore computer generated art using Adobe Illustrator and other Adobe CC software. The course will focus on graphic design, digitally created fine art, as well as an introduction to 2D animation.

54645X0M MAGNET ADVANCED COMPUTER GRAPHICS **D** **A** 1 CREDIT
Students will further explore computer generated art using Adobe Illustrator and other Adobe CC software. The course will focus on graphic design, digitally created fine art, as well as an introduction to 2D animation.

54152X0A VISUAL ARTS - BEGINNING **D** **A** 1 CREDIT
This course introduces the elements and principles of design through an exploration of a broad range of media. Activities emphasize skills and techniques in the following areas: drawing, painting, graphics, fibers, ceramics, art history, and three-dimensional design (fibers, ceramics, etc.).

54185X0A VISUAL ARTS - ADVANCED [H] **D** **A** 1 CREDIT
This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

5I088X0 IB VISUAL ARTS HL 1 CREDIT
This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

DANCE



51152X0A MODERN DANCE -- BEGINNING **A**

1 CREDIT

This course introduces students to movement and choreography through the elements of modern dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected. *Prerequisite: None; attending placement class is strongly recommended.*

51162X0A MODERN DANCE -- INTERMEDIATE **A**

1 CREDIT

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

51175X0A DANCE -ACCOMPLISHED [H] **A**

1 CREDIT

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

51185X0A MODERN DANCE -- ADVANCED [H] **A**

1 CREDIT

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

Theatre Arts-
Beginning

Theatre Arts-
Intermediate

Theatre Arts-
Proficient [H]

Theatre Arts-
Advanced [H]

THEATRE

53152X0A THEATRE ARTS --BEGINNING



1 CREDIT

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

53162X0A THEATRE ARTS --INTERMEDIATE



1 CREDIT

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

53175X0A THEATRE ARTS -- ACCOMPLISHED [H]



1 CREDIT

Students apply acting, directing, playwriting, and production skills developed in previous theatre training. Students produce polished and complex works for an audience. Additional acting styles are introduced and developed. Participating in after-school rehearsals and performances is expected. **Prerequisite: Successful completion of Theatre Arts Intermediate or recommendation of instructor.**

53185X0A THEATRE ARTS --ADVANCED [H]



1 CREDIT

Students advance acting, directing, playwriting, and production skills developed in previous theatre training. Students assume leadership roles in the production of polished and complex works for an audience. Various acting and directing styles are practiced. Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Students are encouraged to explore a variety of theatrical styles and work with others to produce experimental, culturally significant works of art. Participation in after-school rehearsals and performances is expected. **Prerequisite: Theatre Arts Accomplished or recommendation of instructor.**

5I078X0 IB THEATRE HL



1 CREDIT

This course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover, and collaborate to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

Technical Theatre -
Beginning

Technical Theatre-
Intermediate

Technical Theatre
- Proficient [H]

53612X0A TECHNICAL THEATRE I- BEGINNING



1 CREDIT

A basic course designed to acquaint the student with the elements of stagecraft. Students will use the process of analysis through written and verbal reflections and critiques. Additional time outside of class is required. This course may be repeated for credit.

53622X0A TECHNICAL THEATRE - INTERMEDIATE

1 CREDIT

This course is designed to further the knowledge and skills of the technical aspects of a production. Students apply new and prior knowledge of technical theatre and design to individual and collaborative projects. Students will use the process of analysis through written and verbal reflections and critiques. Additional time outside of class is required. This course may be repeated for credit. *Prerequisite: Technical Theatre I and/or recommendation of instructor.*

53802X0TT TECHNICAL THEATRE II - THEATRE ARTS LOCAL ELECTIVE



1 CREDIT

Students develop technical skills through design and production. Technical support for school productions requires participation in after-school rehearsals and performances. *Prerequisite(s): Technical Theatre – Beginning*

This course does not satisfy the arts education graduation requirement and will not count towards the NC Arts Diploma Endorsement.

53315X0TT TECHNICAL THEATRE III - TECH THEATRE ACCOM [H]

1 CREDIT

Students continue to develop technical theatre skills by studying various areas of technical theatre. Students are expected to participate in after-school rehearsals and performances as well as provide technical support for school-based events. *Prerequisite(s): Technical Theatre – Intermediate*

53805X0TT TECHNICAL THEATRE IV - TECH THEATRE LOCAL ELECTIVE [H]

1 CREDIT

Students who have demonstrated a high skill level in technical theatre can continue to study various areas of technical theatre by focusing on more advanced design and production skills. Students are expected to participate in after-school rehearsals and performances as well as provide technical support for school-based events. *Prerequisite(s): Technical Theatre – Accom H*

This course does not satisfy the arts education graduation requirement and will not count towards the NC Arts Diploma Endorsement.

MUSIC

Choral Music-
Beginning

Choral Music-
Intermediate

Choral
Music-
Proficient [H]

Choral Music-
Advanced [H]

54152X0C MAGNET DIGITAL MUSIC

1 CREDIT

52302X0A CHORAL MUSIC - NOVICE

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.

52312X0A VOCAL ENSEMBLE -INTERMEDIATE

1 CREDIT

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study. Students continue developing vocal skills through extensive study of classical and contemporary works. Adequate proficiency in sight-reading and a basic understanding of the fundamentals of music are necessary because of the vast amount of choral literature taught and memorized during the year. Participation in after-school rehearsals and performances is expected. *Prerequisite: Vocal Music 1 and/or recommendation of instructor.*

52325X0A VOCAL ENSEMBLE -- ACCOMPLISHED [H]

1 CREDIT

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. *Prerequisite: Choral Music 2 and/or recommendation of instructor.*

52335X0A VOCAL ENSEMBLE -- ADVANCED [H]

1 CREDIT

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in- depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Vocal Ensemble- Accomplished with audition/recommendation of instructor.*

BAND

Instrumental Music
Band -Beginning

Instrumental Music
Band Intermediate

Instrumental
Music Band
Proficient [H]

Instrumental
Music Band
Advanced [H]

52552X0A INSTRUMENTAL MUSIC BAND:BEGINNING 1 CREDIT

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

52562X0A INSTRUMENTAL MUSIC BAND:INTERMEDIATE 1 CREDIT

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. *Prerequisite: Beginning Band and/or audition.*

52575X0A INSTRUMENTAL MUSIC BAND:ACCOMPLISHED [H] 1 CREDIT

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Intermediate Band and/or audition.*

52585X0A INSTRUMENTAL MUSIC BAND:ADVANCED [H] 1 CREDIT

Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course. Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level Band IV. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Accomplished Band [H]and/or audition.*

52185X0J INSTRUMENTAL MUSIC: JAZZ ENSEMBLE-MUSIC SPECIALIZATION ACCOM ([H] 1 CREDIT

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

BROADCASTING

Programming & Broadcasting
Beginning

Programming & Broadcasting-
Intermediate

Programming &
Broadcasting
Proficient [H]

53612X0B PROGRAMMING AND BROADCASTING BEGINNING (D) (A) (H) 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.

53622X0B PROGRAMMING AND BROADCASTING INTERMEDIATE (D) (A) (H) 1 CREDIT

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. **Prerequisite:** *Broadcasting I and/or recommendation of instructor.*

53635X0B PROGRAMMING AND BROADCASTING PROFICIENT [H] (D) (A) (H) 1 CREDIT

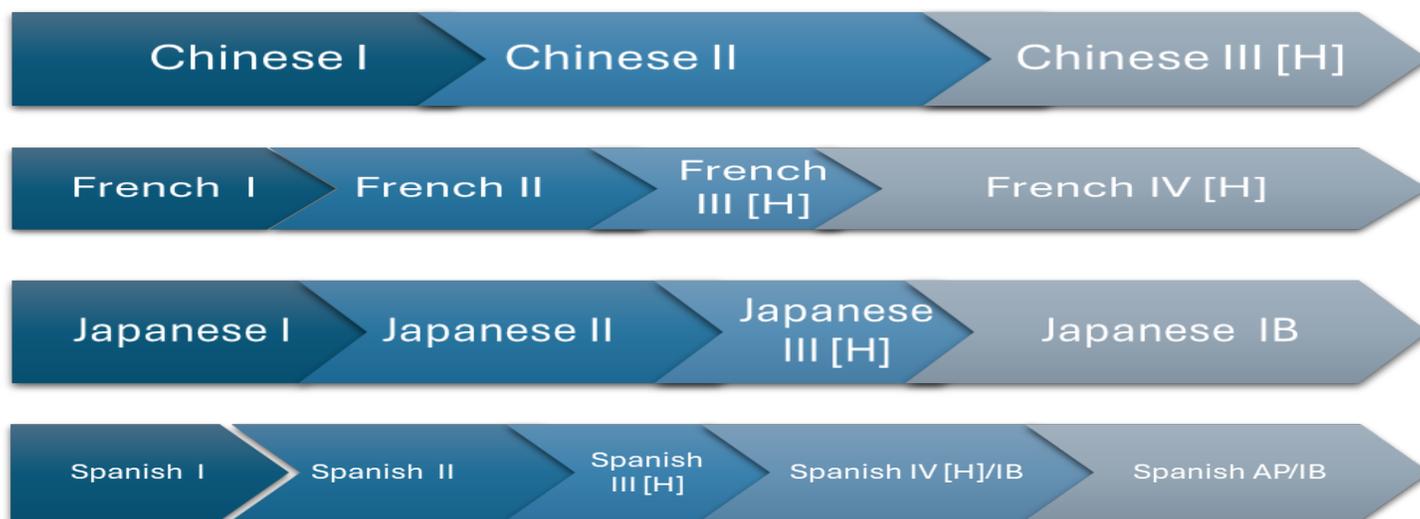
This course challenges students who have prior television experience. Students take on the total responsibility of writing, producing, directing, recording, and editing a daily news program for the school. Students at this level are expected to provide technical support for activities after school hours.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

5I038X0 IB FILM (D) (A) (H) 1 CREDIT

This course aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film. Students will learn an appreciation and understanding of film as a complex art form; an ability to formulate stories and ideas in film terms, the practical and technical skills of production; critical evaluation of film productions by the student and others, and a knowledge of filmmaking traditions in more than one country. This course is open to IB and non-IB students. **Prerequisite:** *Grades 10-12*

WORLD LANGUAGES

Although a world language is not required to graduate, many colleges and universities insist on a minimum of two years of study of a world language as an admissions requirement. It is highly recommended that all language courses be studied sequentially to be best prepared for and successful in subsequent levels.



MODERN LANGUAGE LEVEL 1 **H**

11212X0 Chinese I **11012X0 French I** **11412X0 Spanish I** 1 CREDIT

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

MODERN LANGUAGE LEVEL 2 **H**

11222X0 Chinese II **11022X0 French II** **11422X0 Spanish II** 1 CREDIT

The Level 2 Modern Languages course is the second in a multi-course sequence of communicative, proficiency-based courses. In Level 2, students build on the linguistic foundations which they studied in Level 1. Students continue building on the foundation from Level 1, communicating in increasingly more complex situations and with greater depth. Classes are conducted primarily in the target language with a strong focus on comprehensible input at an appropriate level for novice learners, with added complexity compared to Level 1. Activities focus on students' abilities

to perform in the interpersonal, interpretive, and presentational modes with a strong focus on target culture literacy. Students who successfully complete the course will demonstrate Novice High proficiency or above. Typical topics in level two courses include travel survival skills, entertainment, childhood, and daily life around the world.

Prerequisite(s): Level I

MODERN LANGUAGE LEVEL 3 **H**

11235X0 Chinese III [H] 11035X0 French III [H] 11435X0 Spanish III [H] 1 CREDIT

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

CHINESE IV [H] **H** **1 CREDIT**

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students can connect the target language to other disciplines and can compare it to their own. Finally, they can use the language inside and outside of the classroom setting. **Teacher recommendation or successful completion of Chinese III required.**

111045X0 FRENCH IV [H] **H** **1 CREDIT**

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of ways. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting. **Teacher recommendation or successful completion of French III required.**

11492X0 SPANISH HERITAGE I

1 CREDIT

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. *Ability to speak and comprehend conversational Spanish.*

11505X0 SPANISH HERITAGE II

1 CREDIT

This course is designed specifically for a native or heritage speaker of a language other than English who already has some oral language proficiency. The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. *Ability to speak and comprehend conversational Spanish and successful completion of Spanish Heritage I*

11445X0 SPANISH IV [H]

1 CREDIT

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of ways. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting. *Teacher recommendation required*

1158X0 IB LANGUAGE B - SPANISH SL

1 CREDIT

This course follows the recommended curriculum of the IB Spanish B program. Students will improve their speaking ability and learn to express themselves clearly and effectively. Writing skills will be refined through creative expression. Reading and listening skills along with selected videos will be included. This course is open to IB and non-IB students. *Prerequisite: Grades 10-12*

1168X0 IB LANGUAGE B - SPANISH HL

1 CREDIT

This course follows the recommended curriculum of the IB Spanish B program. Students will improve their speaking ability and learn to express themselves clearly and effectively. Writing skills will be refined through creative expression. Reading and listening skills along with selected videos will be included. This course is open to IB and non-IB students. *Prerequisite: Grades 10-12*

1A087X0 ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE **H** 1 CREDIT

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations. This course follows the prescribed curriculum of the Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board Advanced Placement Test. *Teacher recommendation required.*

11812X0 JAPANESE I **H** 1 CREDIT

This course will provide the basic skills of the language with emphasis on listening and speaking. Students will learn to read and write in the two writing systems, hiragana and katakana. Cultural information is included regarding the life and customs of the Japanese people.

11822X0 JAPANESE II **H** 1 CREDIT

This course continues and builds upon the knowledge gained in Japanese I. Vocabulary and more sophisticated language skills are emphasized through speaking, listening, reading, and writing. Students begin the study of the Japanese ideographs, kanji, and further study the life and customs of the Japanese people.

1192X0 IB LANGUAGE B - JAPANESE AB INITIO **H** 1 CREDIT

This course follows the recommended curriculum of the IB Japanese B program. Students will improve their speaking ability and learn to express themselves clearly and effectively. Writing skills will be refined through creative expression. Reading and listening skills along with selected videos will be included. This course is open to IB and non-IB students.

Prerequisite: Grades 10-12

1098X0 IB LANGUAGE B - JAPANESE SL **H** 1 CREDIT

This course follows the recommended curriculum of the IB Japanese B program. Students will improve their speaking ability and learn to express themselves clearly and effectively. Writing skills will be refined through creative expression. Reading and listening skills along with selected videos will be included. This course is open to IB and non-IB students.

Prerequisite: Grades 10-12

11835X0 JAPANESE III [H] **H** 1 CREDIT

This course continues to build upon the listening, speaking, reading, and writing skills from the previous courses. Additional kanji, grammar, and cultural study help the students develop competence in the language and knowledge of Japan and its people. *Teacher recommendation required. Students who sign up for this course will be enrolled in Japanese IV (11845X0) for the spring semester.*

11845X0 JAPANESE IB **H** 1 CREDIT

Students will become more proficient in spoken and written communication through study of authentic text and more complex grammar. The program's focus on oral language use continues, supplemented by regular writing assignments and projects. Study of Japanese culture, traditional and current, continues. *Teacher recommendation required. Students who sign up for this course will be enrolled in Japanese III (11835X0) for the fall semester.*

