

High School Program Planning Guide 2024-2025

Wake County High Schools



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

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In compliance with federal law, Wake County Public School System administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

If you have questions or concerns, please visit the following site for further information: <https://www.wcpss.net/non-disc-policy>

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

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

Students may select courses from Arts Education, Career and Technical Education, English Language Arts, English as a Second Language, Healthful Living, JROTC, Mathematics, Media Services, Science, Social Studies, and World Languages.

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

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

Wake County Public School System High Schools

Apex High School
Apex Friendship High School
Athens Drive High School
Broughton High School
Cary High School
Crossroads FLEX
East Wake High School
Enloe High School
Fuquay Varina High School
Garner High School
Green Hope High School
Green Level High School
Heritage High School
Holly Springs High School
Knightdale High School
Leesville Road High School
Longview School
Mary E. Phillips High School

Middle Creek High School
Millbrook High School
North Wake College & Career Academy
Panther Creek High School
Rolesville High School
Sanderson High School
SCORE Academy
Southeast Raleigh High School
South Garner High School
Vernon Malone College & Career Academy
Wake Early College of Health & Sciences
Wake Early College of Information & Biotechnologies
Wake Forest High School
Wake STEM Early College
Wake Young Men's Leadership Academy
Wake Young Women's Leadership Academy
Wakefield High School
Willow Spring High School

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

General Information

Graduation Requirements

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

| High School | Schedule | Number of Credits Required For Graduation | Additional Graduation Requirements |
|--|-----------|---|--|
| Apex | 4x4 Block | 26 | |
| Apex Friendship | 4x4 Block | 26 | |
| Athens Drive | 4x4 Block | 26 | |
| Broughton | A/B Day | 26 | 100 hours of community service (25 per year) |
| Cary | 4x4 Block | 26 | |
| Crossroads FLEX | 4x4 Block | 26 | |
| East Wake | 4x4 Block | 26 | |
| Enloe | A/B Day | 26 | |
| Fuquay Varina | 4x4 Block | 26 | |
| Garner | A/B Day | 26 | |
| Green Hope | 4x4 Block | 26 | |
| Green Level | 4x4 Block | 26 | |
| Heritage | 4x4 Block | 26 | |
| Holly Springs | 4x4 Block | 26 | |
| Knightdale | 4x4 Block | 26 | |
| Leesville Road | 4x4 Block | 26 | |
| Longview | 4x4 Block | 22 | |
| Middle Creek | 4x4 Block | 26 | |
| Millbrook | A/B Day | 26 | |
| North Wake CCA | 4x4 Block | 22 | |
| Panther Creek | 4x4 Block | 26 | |
| Phillips | 4x4 Block | 22 | |
| Rolesville | 4x4 Block | 26 | |
| Sanderson | 4x4 Block | 26 | |
| SCORE Academy | 4x4 Block | 22 | |
| South Garner | 4x4 Block | 26 | |
| Southeast Raleigh | A/B Day | 26 | |
| Vernon Malone CCA | 4x4 Block | 22 | |
| Wake Early College of Health & Sci | 4x4 Block | 22 | |
| Wake Early College of Info & Biotechnology | 4x4 Block | 22 | |
| Wake Forest | 4x4 Block | 26 | |
| Wake STEM Early College | 4x4 Block | 22 | |
| Wake Young Men's Leadership | 4x4 Block | 22 | |
| Wake Young Women's Leadership | 4x4 Block | 22 | |
| Wakefield | 4x4 Block | 26 | |
| Willow Spring | 4x4 Block | 26 | |

Students following the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to earn a full diploma. Students entering the 9th grade in 2014-15 or later must earn a total of 600 work hours. The Occupational Course of Study is available at all WCPSS high schools except North Wake College & Career Academy, Phillips, Vernon Malone College & Career Academy, Wake Early College of Health & Sciences, Wake Early College of Information & Biotechnologies, Wake STEM Early College, Wake Young Men's Leadership Academy, and Wake Young Women's Leadership Academy.

Students must satisfy all course, credit, and testing requirements for at least one diploma type to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. A chart listing specific course requirements for graduation can be found on page 6.

NC Math 1 is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in Math I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the student's IEP.

Students who complete all graduation requirements receive a diploma.

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 NCGS §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence. 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 & Technical Education (CTE) domain.
- The student shall complete a CTE concentration in one of the approved CTE Cluster Areas.
- The student shall earn an unweighted grade point average (GPA) 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 other appropriate industry credential/certification.

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

- The student shall complete the Future-Ready Core mathematics sequence and a fourth math course that meets the University of North Carolina Minimum Admissions Requirements that include a mathematics course with either Algebra II, Math III, or Integrated Mathematics III as a prerequisite.
- 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 US History or equivalent coursework.
- The student shall complete two units of a world language (other than English).
- The student shall earn a weighted GPA of at least 2.5.

Global Languages Endorsement

- The student shall earn a combined unweighted GPA of 2.5 or above for the four English Language Arts courses required for graduation.
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below in accordance with the guidelines developed by the North Carolina Department of Public Instruction:
 - Pass an external exam approved by the North Carolina Department of Public Instruction establishing "intermediate low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
 - Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
 - Establish "intermediate low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
- Limited English Proficient students shall complete all the requirements of the two bullets above and reach "developing" proficiency per the World-Class Instruction Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

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 1, 2, 3, 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 AND Completion of the NC Graduation Project |
| 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.

Graduation Requirements Chart

| Content Area | For Ninth Graders Entering in 2013 or later | For Ninth Graders Entering 2017 or later |
|------------------------------|--|---|
| | FUTURE-READY CORE | OCCUPATIONAL COURSE OF STUDY |
| English | 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> | 3 Credits Introduction to Mathematics, NC Math 1, Financial Management |
| Science | 3 Credits A physical science course, Biology, Earth/Environmental Science | 2 Credits Applied Science, Biology |
| Social Studies | 4 Credits Entering high school Fall 2019 or before: World History (or AP World History), American History: Founding Principles: Civics & Economics (or Civic Literacy), AND American History I, American History II (or AP US History & 1 additional social studies elective) Entering high school Fall 2020: In addition to the requirements for students entering in Fall 2019 or before, students must also earn a credit in Economics & Personal Finance. Entering high school Fall 2021 or after: World History (or AP World History), Founding Principles of the US/NC: Civic Literacy, American History (or AP US History), and Economics & Personal Finance. | 2 Credits Students Entering 9th grade for the first time in 2017-2018 – American History I or American History II AND American History: Founding Principles, Civics & Economics Students Entering 9th grade for the first time in 2020-2021 Founding Principles of the United States of America and North Carolina: Civic Literacy or American History: Founding Principles, Civics & Economics AND Economics and Personal Finance Students Entering 9th grade for the first time in 2021-2022 and beyond - Founding Principles of the United States of America and North Carolina: Civic Literacy AND Economics and Personal Finance |
| World Language | 2 Credits are required to meet Minimum Application Requirements for the UNC System. | Not Required |
| Health & Physical Education | 1 Credit Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. | 1 Credit Healthful Living I Successful Completion of CPR requirement outlined in NCGS 115C-81. |
| Specific Electives | 6 Credits Required 2 elective credits of any combination from either: - Career & Technical Education (CTE) - Arts Education - World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: - Career & Technical Education (CTE) - JROTC - Arts Education (e.g., dance, music, theatre, visual arts) - Any other subject area (e.g., mathematics, science, social studies, English, or cross-disciplinary) | 6 Credits Employment Prep I, II, III, IV Completion of Work-Based Hours as follows: Students Entering 9th Grade 2014 or later: 600 Hours School-Based Vocational Training = 150 Hours Community-Based Vocational Training = 225 Hours Competitive Paid Employment = 225 Hours Completion and presentation of a Career Portfolio containing all the required components. |
| Career & Technical Education | | 4 Credits CTE Electives |
| Additional Electives | 4 Credits | |
| Total | 26 Credits | 22 Credits |

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

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 on NCVPS | Course Code if Offered at Middle School or WCPSS Online |
|--------------------------------|---------------------------------|---|
| English / Language Arts | | |
| English I * | 10212Y0V | 10212Y0 |
| Mathematics | | |
| NC Math 1 | 21092Y0V | 21092Y0 |
| NC Math 2 * | 22092X0V | 22092Y0 |
| NC Math 3 * | 23092X0V | 23092Y0 |
| Precalculus * | 24032Y0V | 24032Y0 |
| World Languages | | |
| French I | 11012Y0V | 11012Y0 |
| Spanish I | 11412Y0V | 11412Y0 |
| French II | 11022Y0V | 11022Y0 |
| Spanish II | 11422Y0V | 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. (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)

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.
- If the course is repeated at the high school level, the grade earned will factor into the GPA. Only courses taken at the high school level are included in a student's GPA.
- Students will not receive credit towards graduation 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.

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 |
|---|
| Six (6) Credits in language , including: <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature, and• Two (2) credits in a language other than English |
| Four (4) credits in mathematics in any of the following combinations: <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> |
| Three (3) credits in science , including: <ul style="list-style-type: none">• At least one (1) credit in a life or biological science (for example, Biology),• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and,• At least one (1) laboratory course |
| Two credits in social studies , including, <ul style="list-style-type: none">• One (1) credit in United States History <p>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> |

Reference: [UNC Minimum Admission Requirements](#)

Promotion Requirements

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.

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

| 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 | 12 |
| 11 | English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 18 |

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

| From Grade | Promotion Criteria | Credits |
|------------|--|---------|
| 9 | English I; two credits in the areas of mathematics, social studies, or science; and one additional credit | 4 |
| 10 | English II; one credit in mathematics; one credit in social studies; one credit in science | 8 |
| 11 | English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 14 |

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

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

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 Grade | Standard Course | Honors Courses | AP Courses |
|--------------|-----------------|----------------|------------|
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |

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 2024-2025, EOC tests will 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.)

For the 2024-2025 school year, Students in Grade 12 may be exempt from 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.

To determine class rank, each high school uses final course grades, dividing the total number of quality points divided by the total number of credits attempted. The results are rounded to the fourth decimal place. Advanced Placement and International Baccalaureate courses, Community College courses included on the most recent Comprehensive Articulation Agreement Transfer List, and courses taught at four-year universities and colleges carry one (1.0) extra quality point. Honors courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors.

A Senior Honors rank is calculated and awarded in accordance with Policy 3450, Class Rankings. For students graduating at the end of eight semesters, all high schools will determine senior honors using the GPA at the end of the 1st semester of the graduating year (semester 7). If any student believes that their last semester courses will impact their honors status, they can request that the school review their transcript and final grades. If final semester grades are likely to result in a new / different recognition, the school will honor that recognition. Please note that updates to honors status will only be able to be changed in the graduation program up until a certain date as those are printed well before graduation. No student who earns graduation honors will have their status altered if their final GPA falls in the last semester of study. For students graduating midyear, the school will use this same system for determining graduation honors using the weighted GPA from the last completed semester of study. The principal shall have final approval of honors designations.

Latin Honors

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 which do not have an EOC shall use high school course codes and shall be aligned to the North Carolina Standard Course of Study for grades 9-12. The courses will count toward graduation requirements, but the 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:

- A. Credit for all courses approved by the sending school.
- B. 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 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) content outline, and (3) the aligned course within the High School Program Planning Guide. This request must be approved by the principal prior to the study abroad experience.
- C. Grades will be recorded in accordance with this R&P.

Current WCPSS students who take courses for credit outside of the Wake County Public School System must have prior approval before 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 who transfer into the WCPSS in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting. 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 provides 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

Early Graduation (Six Semesters or Less)

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

- a) Show satisfactory mastery of high school academic skills and concepts;
- b) Show a need for early graduation; and,
- c) Meet the graduation course and testing requirements that were effective for the year he/she entered 9th grade for the first time.

Procedures for early graduation include:

- a) The parent(s) / court appointed custodian(s) of a student may request early graduation for the student by filing a written request with the school principal at least 30 days prior to the beginning of the student's last semester of enrollment.
- b) The principal with a committee of local school staff considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis subject to the criteria stated above.

Students who plan to complete college 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.

Mid-Year Graduation (After Seven Semesters)

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

Program Details

Drivers Education

Drivers Education is offered through a private contractor during after-school hours, holidays, and summer months. Enrollment information is available 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 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 is governed by [WCPS 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 needs to recover and not be a fixed length of time. For example, a student may only need a few weeks to recover the needed skills and knowledge and would not be required to take the course for the entire semester (or year).
- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student’s GPA.

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

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

Alternative Programs of Study

Academically or Intellectually Gifted Services

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

Advanced Placement Program

The Advanced Placement (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.

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.

Application High School Program Descriptions

ATHENS DRIVE MAGNET HIGH SCHOOL

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

BROUGHTON GLOBAL STUDIES AND LANGUAGE IMMERSION / INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME MAGNET HIGH

The Global Studies program prepares students for global citizenship and intercultural understanding through opportunities for skill development and social-global connections. Students study various world regions, cultures, and global issues as they are relevant to the content in their comprehensive course offerings. Critical thinking, research, writing, and other analytical skills are developed through project-based learning units.

Additionally, globally focused electives are integrated into the Global Studies theme so that students can elect to concentrate their learning on specific global topics. Broughton also offers the International Baccalaureate Diploma Programme (DP) to 11th and 12th grade students. The IB Diploma Programme emphasizes the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission and/or advanced credit at universities around the world. Broughton additionally offers language immersion programs in Spanish and (in the near future) Mandarin. Language immersion students, who are continuing a K-12 pathway, have the opportunity to take literacy courses in their target language and engage in a variety of experiences to further develop bilingual and bicultural skills.

CROSSROADS FLEX HIGH SCHOOL

Crossroads FLEX, in partnership with North Carolina Virtual, is a digital, blended learning school. Blended learning is using both online and in-person learning experiences when teaching students. Crossroads FLEX serves students whose outside interests and activities require considerable amounts of time during regular school hours known as “pursuits.” Pursuits can include highly competitive and active students in the arts, sports, and entrepreneurship. Crossroads FLEX allows students to meet those obligations while meeting all requirements for high school graduation and college and career readiness.

A Crossroads FLEX student is responsible, self-motivated, engaged, and exhibits the highest degree of integrity. Students are encouraged to reflect on the world around them, refocus their priorities, and refine what they are willing to try differently. At Crossroads FLEX, students meet with teachers to review their learning progress, discuss their work, ask questions, or receive assistance with difficult concepts. Students work independently on online lessons, projects, and assignments at home and school. Crossroads FLEX’s vision is to guide and graduate students whose individual pursuits empower them to emblazon change upon the world.

EAST WAKE iTECH & DESIGN MAGNET HIGH SCHOOL

The iTech & Design theme provides an environment where students use design thinking in all core and elective courses. Partnering with Wake Tech Community College’s (WTCC) new East Campus, dual enrollment opportunities will be available in both Associate’s Degree of Arts (AA) and Associate’s Degree of Applied Sciences (AAS) pathways. The program at East Wake will prepare students for work in an interconnected and automated industry culture through theme-specific electives and industry-supported design challenges. These real-world experiences will be enhanced through collaboration with business/community partners and the partnership with WTCC. These partnerships will result in high-tech learning experiences and field trips to enhance student learning. Finally, East Wake Magnet High will provide the AVID program that focuses on preparing students for college and career opportunities. It will do so by engaging students in inquiry, the problem-solving process, and organization strategies that will benefit their learning prior to starting their courses at Wake Tech Community College.

ENLOE GIFTED & TALENTED/INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

The Enloe Gifted & Talented program allows all students opportunities to pursue their gifts and talents through advanced study in both core and elective areas. The extensive elective menu includes all levels of coursework in the visual and performing arts, foreign languages, humanities, sciences, audio and television production, and advanced computer sciences. Various Advanced Placement courses are offered in various subjects. Enloe also offers the International Baccalaureate Diploma Programme (DP) to qualified 11th and 12th grade students. Emphasis is placed on the ideals of international understanding, responsible citizenship, and service. Students with an International Baccalaureate Diploma can gain admission to colleges around the world.

GARNER INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

In addition, IB World High Schools provide the programme continuation of the IB Middle Years Programmes offered at East Garner Magnet Middle School and West Millbrook Magnet Middle School.

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

In addition to the International Baccalaureate Diploma Programme, Garner Magnet High School also offers the IB Career-related Programme. The CP incorporates the values of the Diploma Programme into a unique programme that addresses the needs of students engaged in career-related education during their 11th and 12th grade years of high school. CP Students take at least two DP courses in any subject groups, a two-year course in Personal and Professional Skills, as well as courses offered and are relevant to their career-related studies.

LONGVIEW SCHOOL

Longview School's programs are designed for students who receive services through special education and have behavior goals. Therefore, students must have a current IEP to attend Longview. Support systems are in place that focus on students' behavioral and social-emotional needs. Students who are referred, have a history of behavioral struggles in school, as well as documented strategies that have been put in place that have not been successful with helping students maintain behavioral expectations conducive to learning in the school setting. Students who currently attend a Wake County public school must be referred to Longview by their current school, with assistance from the school's assigned behavioral specialist. The goal at Longview is to work closely with the referring school's behavioral specialist to help the student learn to control behaviors so they can transition back to the base school. Students that are not able to return to the base schools are able to graduate from Longview.

MARY E. PHILLIPS HIGH SCHOOL

Mary E. Phillips High School extends an invitation to any Wake County High School student who has not reached his or her potential within a traditional school setting. Our philosophical approach and curriculum offer students the opportunity to obtain a high school diploma and a new view of themselves as capable, competent young adults. The school curriculum is designed to prepare students to continue their education after high school. Academic needs are met through flexible scheduling, individualized programs, and small class sizes. Varied elective courses are part of the curriculum with several CTE concentrations available. Independent study, tutorial assistance, library/media services, and state-of-the-art technology enhance our academic program. All students have access to information through technological resources in school and at home. Mary E. Phillips High School offers courses on a block schedule, which enables students to complete yearlong courses in one semester, in addition to the small class size and the opportunity for a flexible schedule.

MILLBROOK INTERNATIONAL BACCALAUREATE MAGNET HIGH SCHOOL

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

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

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

NORTH WAKE COLLEGE & CAREER ACADEMY

This early college high school serves students in Grades 9-13. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at North Wake College & Career Academy (NWCCA) complete studies in one of the Wake Tech certificate/diploma programs as part of their high school graduation credits. Through an academic foundation of all honors courses, paired with career-informed courses and work-based learning experiences, graduates of NWCCA will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The five certificate/diploma programs taught by Wake Technical Community College faculty in the 11th and 12th grade to students at the school are: Business Administration, Culinary Arts, Early Childhood Education, Emergency Medical Sciences, and Information Technology - Tech Support.

SCORE ACADEMY

SCORE Academy is an alternative, blended learning environment that offers two programs: SCORE Academy-Reengagement and SCORE Academy-Reassignment. SCORE Academy-Reengagement is a virtual school for students ages 16-21 that have withdrawn from school, are off cohort, or have life barriers that prevent them from regularly attending a traditional school and would like to re-engage and earn a diploma. SCORE Academy-Reassignment (located at Crossroads Flex) is a hybrid virtual school for students who, for behavioral infractions, have been reassigned for extended periods of time. Both programs are rooted in Restorative Justice Education principles and provide students the skills to build personal pathways to success. To better serve students, three locations across the district are available: Cary (Crossroads Flex), Garner (Garner Station), and Raleigh (River Oaks). Each site provides highly qualified instructors, counselors, transition counselors, social workers, administration, all necessary technology, and additional support to provide students a unique opportunity for their current and future success.

SOUTHEAST RALEIGH UNIVERSITY CONNECTIONS: SCHOOL OF DESIGN, ARTS, & ENGINEERING MAGNET HIGH SCHOOL

Southeast Raleigh High is the only University Connections: School of Design, Arts, and Engineering program in the district. This magnet theme focuses on community partnerships with local colleges, universities, and industry, enhancing existing school programming such as the CTE academy model, and offering new, innovative experiences in collaboration with higher education and industry. This magnet program is organized into the following four college and career pathways: 1) Design, 2) Arts, 3) Engineering, Math, and Sciences, and 4) Humanities and Social Sciences. A 9th-grade University Connections Exploratory Course provides all incoming freshmen with a foundation of the magnet theme, as well as a blueprint for “middle school to high school” strategies for success, such as the development of “soft skills” necessary for success in high school, college, and career. This course presents an in-depth overview of the four college and career pathways, including coursework, enrichment opportunities, workplace/real-world experiences, featured guest speakers related to each pathway, research projects, and event, showcase, and exhibit opportunities. This unique foundation allows students to be well-positioned to “choose their pathway” as they complete their high school career within this dynamic program.

Additionally, interested 11th grade students can elect to participate in the International Baccalaureate (IB) Diploma Programme. This program is for students who wish to pursue the most rigorous and globally focused course of study offered in the United States of America. In addition to academic rigor, students learn through inquiry-based learning, which fosters academic responsibility and 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.

VERNON MALONE COLLEGE & CAREER ACADEMY

This early college high school serves students in Grades 9-13. The school is a collaborative endeavor between the Wake County Public School System and Wake Technical Community College. Students at Vernon Malone College & Career Academy (VMCCA) will be able to complete studies in one of the Wake Tech certificate/diploma programs as part of their high school graduation credits. Through an academic foundation through all honors courses, paired with career-informed courses and work-based learning experiences, graduates of VMCCA will be prepared to continue on to a four-year university or apply their earned credits towards an Associate of Applied Science (AAS) degree, certificate or diploma program at Wake Technical Community College. The certificate/diploma programs taught by Wake Technical Community College faculty in the 11th and 12th grade to students are Biopharmaceutical Technology, Cosmetology, Facility Maintenance Technology, Nurse Aide, Simulation & Game Development, and Welding.

WAKE EARLY COLLEGE OF HEALTH AND SCIENCES

Wake Early College of Health and Sciences (WECHS) is a small public high school of choice focused on health and sciences. This early college high school serves students in grades 9-13. WECHS features a partnership among the Wake County Public School System, Wake Technical Community College, and WakeMed Health and Hospitals. The classes are located on the Perry Health Sciences or the Scott Northern Campuses of Wake Tech. While enrolled at WECHS, students participate in an academic program that fulfills North Carolina high school graduation requirements and allows them to complete college coursework as part of their high school career. WECHS students complete the majority of their high school courses during their first two years in the program. The remaining three years are dedicated to students earning college credits in pursuit of an associate degree, health sciences diploma or certificate. College credits completed while enrolled in the school are tuition-free and are transferable to one of North Carolina’s sixteen public universities.

WAKE EARLY COLLEGE OF INFORMATION AND BIOTECHNOLOGIES

Wake Early College of Information and Biotechnologies (WECIB) is a small public school of choice, a joint project between the Wake County Public School System and Wake Tech Community College. This early college high school serves students in grades 9-13. The classes are located on the RTP Campus of Wake Tech. While enrolled in WECIB, students participate in an academic program that fulfills North Carolina high school graduation requirements and allows them to complete college coursework as part of their high school career. Through an academic foundation of honors courses paired with career-informed courses and work-based learning experiences, graduates of WECIB will be able to apply their earned credits towards an Associate of Applied Science (AAS) degree in one of four pathways chosen by the student. They will complete the majority of their high school courses during their first two years in the program. The remaining three years are dedicated to students earning college credits in pursuit of an AAS degree in one of the following pathways: Computer Programming, Cybersecurity, Network Management, or Biotechnology. College credits completed while enrolled in the school are tuition-free, while some credits will be transferable to one of North Carolina’s sixteen public universities. Students at WECIB will also earn industry credentials through their pathway of choice.

WAKE STEM EARLY COLLEGE HIGH SCHOOL

The Wake STEM Early College High School is a small public school of choice, a joint project between the Wake County Public School System and NC State University. This early college high school serves students in grades 9-13. STEM is the theme of the school’s program in addition to our identity

as an early college. Early college means students take college courses at NCSU as well as the courses required to earn a high school diploma over a five-year period. Exploration of the Grand Challenges for Engineering is a common instructional focus that extends through various courses in the program. Because engineering involves so many areas of math and science it is a great scaffold on which to build a STEM education.

WAKE YOUNG MEN'S LEADERSHIP ACADEMY

Wake Young Men's Leadership Academy (WYMLA) is a grade 6-13 single-gender academy. WYMLA's mission is to develop young men into leaders who have a positive impact on their communities through Scholarship, Service, and Success. Located on two campuses, grades 6-10 are held in the Thompson School Building in downtown Raleigh, NC and grades 11-13 are located at Saint Augustine's University within the historic Oakwood neighborhood of Raleigh, NC. Students in grades 11-13 have the opportunity to take college courses through St. Augustine's University that counts both towards their high school diploma and for college credit. WYMLA is focused on providing our gentlemen with access to college preparatory courses, developing their leadership skills, and providing them opportunities to apply their leadership skills.

WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY

Wake Young Women's Leadership Academy (WYWLA) provides educational opportunities for young women in a rigorous single gender academic program. The school emphasizes leadership development, entrepreneurship, and community service. WYWLA's mission is to develop young women to be college-ready, career-focused leaders who serve their communities. WYWLA serves students in grades 6-13 on two academic campuses. Students in grades 6-10 attend classes on the Governor Morehead Campus and students in grades 11-13 attend classes on Saint Augustine's University Campus within the historic Oakwood neighborhood of Raleigh, NC. WYWLA's academic program includes a strong college preparatory curriculum with honors, accelerated classes, college level courses, leadership enrichment studies, and foreign language.

Arts Education Courses

Previous performance in Arts Education courses and teacher recommendation should be considered in course selection. Arts courses may be repeated for credit including Honors level courses.

Visual Art

DRAWING – VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0A 1 CREDIT

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

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

PAINTING – VISUAL ART SPECIALIZATION (PROFICIENT) HONORS 54635X0A 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0B 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) HONORS 54635X0B 1 CREDIT

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

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

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED) HONORS 54645X0A 1 CREDIT

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

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

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

VISUAL ARTS - BEGINNING 54152X0A 1 CREDIT

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

VISUAL ARTS - INTERMEDIATE 54162X0A 1 CREDIT

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

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

VISUAL ARTS - PROFICIENT HONORS 54175X0A 1 CREDIT

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

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

VISUAL ARTS - ADVANCED HONORS 54185X0A 1 CREDIT

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

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

AP STUDIO ART 2D DESIGN 5A027X0 1 CREDIT

AP STUDIO ART 3D DESIGN 5A037X0 1 CREDIT

AP STUDIO ART DRAWING 5A047X0 1 CREDIT

Recommended prerequisite(s): Two (2) credits in visual arts at the high school level.

Emphasis is placed on studio art. It is expected that students enrolled in these courses will take the College Board AP Exam. The student must prepare and submit a portfolio to the AP Visual Arts Committee of The College Board for college credit approval. Success at the AP level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills

such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0E 1 CREDIT
Recommended prerequisite(s): Visual Arts – Beginning or portfolio
Students experience the elements of design through the electronic medium. Projects involve simple optical design, illustrations, contour line, drawings, perspective, paintings, composition involved in desktop publishing, and introduction to 2D animation.

COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (PROFICIENT) HONORS 54635X0E 1 CREDIT
Recommended prerequisite(s): Computer Art and Animation – Intermediate or portfolio
Students in this Level II course carry those concepts studied in Level I to a new and more challenging height. Students develop the following: product package layouts, story illustrations, logo design, advanced painting solutions, drawing problems, and advanced animation.

COMMERCIAL ART: PRINTMAKING/TEXTILES-VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0D 1 CREDIT
Recommended prerequisite(s): Visual Arts – Beginning or portfolio
This course is designed for the student who has completed at least one credit of high school art and has a special interest in printmaking and textiles. Some of the following processes are taught in printmaking: block printing, silk screen, intaglio, relief printing, and etching. In textiles students expand their knowledge and technical skills in two- and three-dimensional design. Areas explored include macramé, batik, soft sculpture, and weaving.

ART HISTORY – VISUAL ART SPECIALIZATION (BEGINNING) 54612X0A 1 CREDIT
This course is a comprehensive study of art through the ages. Students explore works of famous artists within the cultural context of each time period. This integrated approach encourages understanding of humanity from a visual arts perspective.

AP ART HISTORY 5A007X0 1 CREDIT
This advanced art history course requires students to make extensive connections between the art of each time period and its relationship to culture. Students enrolled in this course are encouraged to take the College Board AP Exam.

INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) HONORS 54645X0B 1 CREDIT
The student works independently in a special area of concentration selected by the student with the visual arts teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

Dance

DANCE - BEGINNING 51152X0A 1 CREDIT
This course introduces students to movement and choreography through the elements of 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.

DANCE - INTERMEDIATE 51162X0A 1 CREDIT
Recommended prerequisite(s): Audition or portfolio review using the WCPSS Placement Assessment Tool
This course continues the development of intermediate movement skills and choreography through an enhanced application of 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.

DANCE - PROFICIENT HONORS 51175X0A 1 CREDIT
Recommended prerequisite(s): Dance – Intermediate or audition
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.

DANCE - ADVANCED HONORS 51185X0A 1 CREDIT
Recommended prerequisite(s): Audition or Portfolio review using the WCPSS Placement Assessment Tool
Success at the advanced level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Advanced 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.

INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) HONORS 51285X0A 1 CREDIT
The student works independently in a special area of concentration selected by the student with the dance teacher's approval. A student must have a sponsoring teacher and must have arranged a program of study prior to registering for this course.

Theatre Arts

THEATRE ARTS - BEGINNING 53152X0A 1 CREDIT
This course introduces students to the basic aspects of movement, vocal expression, and ensemble work. Class activities include pantomime, improvisation, vocal development, playwriting, and solo/collaborative presentations in acting and theatre production (costumes, lighting, makeup, scenery, and sound). The course offers opportunities to present before an audience.

THEATRE ARTS – INTERMEDIATE 53162X0A 1 CREDIT
Recommended prerequisite(s): Theatre Arts – Beginning or audition

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

THEATRE ARTS - PROFICIENT HONORS

53175X0A 1 CREDIT

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

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

THEATRE ARTS - ADVANCED HONORS

53185X0A 1 CREDIT

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

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING)

53612X0A 1 CREDIT

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE)

53622X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Beginning

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

TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) HONORS

53635X0A 1 CREDIT

Recommended prerequisite(s): Technical Theatre – Intermediate

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

INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED) HONORS

53645X0A 1 CREDIT

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

PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (BEGINNING)

53612X0B 1 CREDIT

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

PROGRAMMING & BROADCASTING – THEATRE ARTS SPECIALIZATION (INTERMEDIATE)

53622X0B 1 CREDIT

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

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

PROGRAMMING & BROADCASTING - THEATRE ARTS SPECIALIZATION (PROFICIENT) HONORS

53635X0B 1 CREDIT

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

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.

Choral Music

CHORAL MUSIC 1 BEGINNING

52302X0D 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.

CHORAL MUSIC 2 INTERMEDIATE

52312X0D 1 CREDIT

Recommended prerequisite(s): Choral Music – Beginning with audition/teacher placement. Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs choral literature that include diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear training. A practice of sight-reading and musical literacy skills are prerequisites to participate at this level of study. Students continue developing vocal skills through extensive study of classical and contemporary works. A higher level of knowledge 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.

CHORAL MUSIC 3 PROFICIENT HONORS

52325X0D 1 CREDIT

Recommended prerequisite(s): Choral Music – Intermediate with audition/teacher placement. 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.

CHORAL MUSIC 4 ADVANCED HONORS

52335X0D 1 CREDIT

Recommended prerequisite(s): Choral Music – Proficient with audition/teacher placement. 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.

MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT) HONORS 52185X0A 1 CREDIT
This course is a study of notation, musical form and analysis, sight-reading, and some form of composition/arranging skills.

AP MUSIC THEORY 5A017X0 1 CREDIT
Advanced music theory involves the study of harmonic and form analysis and multiple-part composition and orchestration. This course involves formal analysis of music from the Baroque, Classical, Romantic, Impressionistic, and 20th Century periods. Students further their skills in ear training. It is expected that students enrolled in this course will take the College Board AP Exam.

MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING) 52162X0A 1 CREDIT
This course focuses on music's relationship to other arts disciplines, humanities, and world cultures.

Instrumental Music

INSTRUMENTAL MUSIC: BAND – BEGINNING 52552X0A 1 CREDIT
Recommended prerequisite(s): Middle School band or audition
This course introduces basic instrumental music skills. Students focus on the fundamentals of music, correct tone production, balance, intonation, and ensemble playing through the study of simple band literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – INTERMEDIATE 52562X0A 1 CREDIT
Recommended prerequisite(s): Band – Beginning or audition
Students continue to study the fundamentals of music while performing more advanced literature. Aesthetic awareness and technical ability are developed through a variety of performance opportunities. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – PROFICIENT HONORS 52575X0A 1 CREDIT
Recommended prerequisite(s): Band – Intermediate or audition
Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND – ADVANCED HONORS 52585X0A 1 CREDIT
Recommended prerequisite(s): Band – Proficient HONORS or audition
Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course. Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level Band IV. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT) HONORS 52185X0B 1 CREDIT
Recommended prerequisite(s): Band – Intermediate and/or audition
This group studies jazz phrasing and articulation as well as the technique of improvisation and playing in correct jazz style. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING 52402X0A 1 CREDIT
Recommended prerequisite(s): Middle School Strings or audition
This course is designed to introduce students to playing a stringed instrument (violin, viola, cello, and bass). Students will learn the fundamentals or rhythm, not reading, posture, following the conductor and learning to perform as a group. Appropriate use of musical terms, dynamic markings, and the parts and care of stringed instruments are emphasized.

INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE 52412X0A 1 CREDIT
Recommended prerequisite(s): Orchestra – Beginning or audition
This course further develops technical and artistic skills studied in previous music training. Emphasis is placed on performance of more advanced literature and increased aural discrimination. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT HONORS 52425X0A 1 CREDIT
Recommended prerequisite(s): Orchestra – Intermediate or audition
Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA - ADVANCED HONORS 52435X0A 1 CREDIT
Recommended prerequisite(s): Orchestra – Proficient HONORS or audition
Advanced students build ensemble performance skills while studying challenging literature. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED) HONORS 52195X0A 1 CREDIT

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

MUSICAL THEATRE ORCHESTRA – MUSIC SPECIALIZATION (PROFICIENT) HONORS **52185X0G 1 CREDIT**
Scores from musicals are learned in this course, and students accompany musical performances in the school in cooperation with the drama department. Participation in after-school rehearsals and performances is expected.

GUITAR – MUSIC SPECIALIZATION BEGINNING **52162X0D 1 CREDIT**
Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Participation in after-school rehearsals and performances is expected.

GUITAR – MUSIC SPECIALIZATION INTERMEDIATE **52172X0D 1 CREDIT**
Students will increase their technical skills and artistic awareness through continued study of increasingly challenging music. Participation in after-school rehearsals and performances is expected.

GUITAR – MUSIC SPECIALIZATION- PROFICIENT HONORS **52185X0D 1 CREDIT**
Advanced guitar students develop their ability to play with increased technical accuracy and expression. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas including music theory and an in-depth study of advanced music literature. Participation in after-school rehearsals and performances are expected.

Career & Technical Education

Planning for College

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

The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Office of Equity Affairs has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-7903.

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

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

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

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

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

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

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

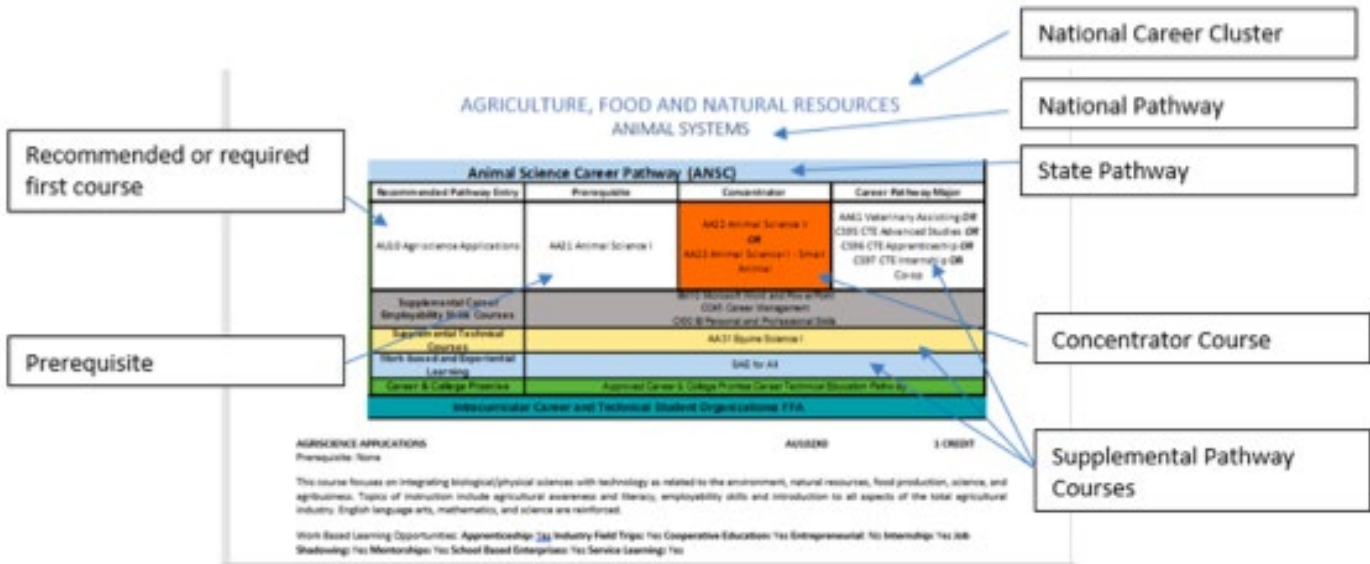
This portion of the Program Planning Guide is arranged by Career Cluster and then by Career Pathway. The courses listed may not be taught at every high school within the district and students are encouraged to request a listing of courses offered at their assigned school. The chart and course listings reflect a recommended order or sequence. Many courses are available for Honors credit and those identified with an asterisk (*) are considered concentrator courses for a pathway. Course descriptions include applicable work-based learning activities and the related CTOS. Students may also be eligible to complete an industry-recognized credential as part of their CTE pathway completion. Course descriptions also note the aligned credentials. More information about CTE courses and pathways can be found at the NC Career and Technical Education Course Management System website (<https://center.ncsu.edu/nccte-cms/>).

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

Understanding Career Pathways

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

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



AGRICULTURE, FOOD AND NATURAL RESOURCES

Animal Systems

| National Career Pathway: Animal Systems Animal Science Career Pathway (ANSC) | | | |
|---|--|---|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AA21 Animal Science I | AA22 Animal Science II- Food Animal OR AA23 Animal Science II - Companion Animal | AA41 Veterinary Assisting or WS02 CTE Advanced Studies AGNR or WA02 CTE Apprenticeship AGNR or WI02 CTE Internship AGNR or WO02 CTE Cooperative Education AGNR or WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management | | |
| Supplemental Technical Courses | AA31 Biome Science I | | |
| Work-based and Experiential Learning | SAE for All | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE I **AA212X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the impact animal physiology has on animal nutrition and health. Identify animals using physical traits and characteristics. Implement best management practices to select healthy animals. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Youth for Quality Care of Animals (YQCA) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE I HONORS **AA215X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Youth for Quality Care of Animals (YQCA) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE II – FOOD ANIMAL HONORS **AA225X0 1 CREDIT**

Prerequisite: AA21 Animal Science I

Recommended Maximum Enrollment: 25

Expand knowledge of animal anatomy and physiology and utilize genetics to improve animal performance. Formulate nutrition plans to produce food animals and design facilities to manage animal production systems. Develop an understanding of veterinary terminology and practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** NC Beef Quality Assurance, NC Beef Quality Assurance Cow/Calf Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE II - COMPANION ANIMAL **AA232X0 1 CREDIT**

Prerequisite: AA21 Animal Science I

Recommended Maximum Enrollment: 25

Integrate safe handling practices to groom and care for companion animals and identify companion animals using physical traits and characteristics. Illustrate knowledge of nutritional and digestive needs through experiential activities. Establish a foundation of veterinary medical terminology and procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ANIMAL SCIENCE II - COMPANION ANIMAL HONORS **AA235X0 1 CREDIT**

Prerequisite: AA21 Animal Science I

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

VETERINARY ASSISTING HONORS **AA415X0 1 CREDIT**

Prerequisite: AA22 Animal Science II-Food Animal or AA23 Animal Science II-Companion Animal; Designed for 11th or 12th grade students with an interest in animal medicine

Recommended Maximum Enrollment: 15

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through sills-bases scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway. Students who wish to take the

Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Elanco Veterinary Medical Applications Certification, Certified Veterinary Assistant
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

| National Career Pathway: Animal Systems Equine Science Career Pathway (EQSC) | | | |
|---|--|------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AA31 Equine Science I | AA32 Equine Science II | AA41 Veterinary Assisting <i>or</i> WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management | | |
| Supplemental Technical Courses | AA21 Animal Science I | | |
| Work-based and Experiential Learning | SAE for All | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AA102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

EQUINE SCIENCE I

AA312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Connect environmental factors to equine behavior. Conceptualize how anatomy influences equine movement and internal organs. Build knowledge of nutritional physiology and feeding management of horses. Explore the tools and equipment used to support equine sports and recreation through hands-on activities. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experiences (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Equine Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

EQUINE SCIENCE II HONORS

AA325X0 1 CREDIT

Prerequisite: AA31 Equine Science I

Recommended Maximum Enrollment: 25

Develop advanced applications in feeding and management of equine. Participate in the selection of horses for multiple equine disciplines based on the structure and functionality of the animal. Develop facility and management plans for horses. Monitor equine health through diagnostic procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Equine Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Equine Management and Evaluation Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

VETERINARY ASSISTING HONORS**AA415X0 1 CREDIT**

Prerequisite: AA22 Animal Science II-Food Animal or AA23 Animal Science II-Companion Animal; Designed for 11th or 12th grade students with an interest in animal medicine

Recommended Maximum Enrollment: 15

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skills-based scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science Pathway. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Elanco Veterinary Medical Applications Certification, Certified Veterinary Assistant
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

Food Products & Processing Systems

| National Pathway: Food Products & Processing Systems Food Products & Processing Systems Career Pathway (FPPR) | | | |
|---|--|----------------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| FC11 Principles of Family and Human Services | FN41 Food and Nutrition I | FN43 Food Science and Technology | WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WPO2 CTE Pre-apprenticeship AGNR |
| Supplemental Career Readiness Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FH10 Culinary Arts and Hospitality I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

PRINCIPLES OF FAMILY AND HUMAN SERVICES**FC112X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

FOOD AND NUTRITION I**FN412X0 1 CREDIT**

Prerequisite: FC11 Principles of Family and Human Services recommended.

Note: For safety and sanitation reasons, enrollment should not exceed 20 in this course.

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Accredited Food Handler Certificate

FOOD SCIENCE AND TECHNOLOGY HONORS**FN435X0 1 CREDIT**

Prerequisite: FN41 Food and Nutrition I AND Environmental Science or Physical Science or Biology or Chemistry

Recommended Maximum Enrollment: 25

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts, science, social studies, and mathematics are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Food Safety and Science Certification

CULINARY ARTS AND HOSPITALITY I

FH102X0 1 CREDIT

Prerequisite: None

For safety reasons, enrollment not to exceed 20 students.

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

Sustainable Agriculture

| National Pathway: Environmental Systems Sustainable Agriculture Career Pathway (SUAG) | | | |
|--|--|--|---|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AU21 Sustainable Agriculture Production I | AU22 Sustainable Agriculture Production II | WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management | | |
| Supplemental Technical Courses | | | |
| Work-based and Experiential Learning | SAE for All | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

SUSTAINABLE AGRICULTURE PRODUCTION I

AU212X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment 25

Investigate the increasingly complex world of producing enough food and fiber to meet the growing world demand through exploration activities. Examine the ecological balance to conserve natural resources in a local and global setting. Implement environmentally sound practices for various facets of agricultural production such as agroforestry, foods safety, and the farm-to-form continuum. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experiences (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Sustainable Agriculture pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization (FFA)

SUSTAINABLE AGRICULTURE PRODUCTION I HONORS

AU215X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization (FFA)

SUSTAINABLE AGRICULTURE PRODUCTION II

AU222X0 1 CREDIT

Prerequisite: AU21 Sustainable Agriculture Production I

Recommended Maximum Enrollment: 25

Enhance knowledge of 21st century agriculture through the continued exploration of renewable energy, precision agriculture biotechnology and sustainable agriculture breeding programs in an experiential setting. Implement production methods to sustain a growing population in the areas of bees, aquaponics, mushrooms, and vermicomposting. Facilitate the business and marketing aspects of agriculture production systems. Convey food safety practices in each facet of agriculture production. Gain the knowledge and skills for careers in the sustainable Agriculture pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization (FFA)

SUSTAINABLE AGRICULTURE PRODUCTION II HONORS

AU225X0 1 CREDIT

Prerequisite: AU21 Sustainable Agriculture Production I

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization (FFA)

Plant Systems

| National Pathway: Plant Systems Plant Systems Career Pathway (PLSV) | | | |
|--|--|---|--|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AP41 Horticulture I - Introduction to Plants | AP42 Horticulture II - Plant Production <i>or</i> AP44 Horticulture II – Landscape Construction <i>or</i> AL43 Turfgrass Management | WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | |
| Supplemental Technical Courses | | | |
| Work-based and Experiential Learning | | SAE for All | |
| Career & College Promise | | Approved Career & College Promise Career Technical Education Pathway | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE I INTRODUCTION TO PLANTS**AP412X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE I INTRODUCTION TO PLANTS HONORS**AP415X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE II PLANT PRODUCTION**AP422X0 1 CREDIT***Prerequisite: AP41 Horticulture I Introduction to Plants*

Recommended Maximum Enrollment: 20

Cultivate skills related to greenhouse, nursery, floral, and edible plant production, and maintenance practices. Experience the requirements to grow and maintain healthy plants and floral products through work-based learning opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE II PLANT PRODUCTION HONORS**AP425X0 1 CREDIT***Prerequisite: AP41 Horticulture I Introduction to Plants*

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

HORTICULTURE II-LANDSCAPE CONSTRUCTION HONORS**AP445X0 1 CREDIT***Prerequisite: AP41 Horticulture I Introduction to Plants*

Recommended Maximum Enrollment: 20

Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

TURFGRASS MANAGEMENT**AL432X0 1 CREDIT***Prerequisite: AP41 Horticulture I Introduction to Plants*

Recommended Maximum Enrollment: 25

This course is designed to introduce students to the fundamentals of plant science and soils as related to the turfgrass industry. It also focuses on specific areas including environmental issues, turfgrass maintenance, lawn care and production, sports turf, irrigation, turf equipment, turfgrass management, and public relations. The course also includes agricultural leadership and employability skills. English language arts, mathematics, and science are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

Power, Structural, & Technical Systems

| National Pathway: Power, Structural, & Technical Systems Power, Structural, & Technical Systems Career Pathway (PSTE) | | | |
|--|--|---|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AS31 Agricultural Mechanics I | AS32 Agricultural Mechanics II <i>or</i> AS33 Agricultural Mechanics II - Small Engines | WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management | | |
| Supplemental Technical Courses | | | |
| Work-based and Experiential Learning | SAE for All | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AS312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

AGRICULTURAL MECHANICS I

AS312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

**Course enrollment is limited to 20 to ensure safety in laboratory settings.*

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** OSHA 10-Hour General Industry (Agriculture) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

AGRICULTURAL MECHANICS I HONORS

AS315X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

**Course enrollment is limited to 20 to ensure safety in laboratory settings.*

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** OSHA 10-Hour General Industry (Agriculture) Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

AGRICULTURAL MECHANICS II HONORS

AS325X0 1 CREDIT

Prerequisite: AS31 Agricultural Mechanics I

Recommended Maximum Enrollment: 20

**Course enrollment is limited to 20 to ensure safety in laboratory settings.*

Understand metal fabrication technology to implement hot/cold metal working skills and technology, advanced welding and metal cutting skills. Build non-metallic agricultural fabrication techniques. Utilize tools and equipment safely to work with plastics, plumbing, concrete, and masonry. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Power, Structural, and Technical Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** AWS Certified Welder D1.1 Structural Steel, National Safe Tractor and Machinery Operation Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

AGRICULTURAL MECHANICS II - SMALL ENGINES HONORS

AS335X0 1 CREDIT

Prerequisite: AS31 Agricultural Mechanics I

Recommended Maximum Enrollment: 12

Implement knowledge of four-cycle small engines to obtain an industry recognized credential. Execute skills compression and ignition system repair and maintenance. Facilitate regulation of fuel and governor small engine function. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Power, Structural, and Technical Systems pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** North Carolina State Competency Certification
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

Natural Resources

| National Pathway: National Resources Natural Resources (NARE) | | | |
|--|--|--|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| AU10 Foundations of Agriculture | AN51 Natural Resources I | AN52 Natural Resources II OR AN53 Natural Resources II : Forestry | WS02 CTE Advanced Studies AGNR <i>or</i> WA02 CTE Apprenticeship AGNR <i>or</i> WI02 CTE Internship AGNR <i>or</i> WO02 CTE Cooperative Education AGNR <i>or</i> WP02 CTE Pre-apprenticeship AGNR |
| Supplemental Career Employability Skills Courses | OI00 IB Personal and Professional Skills CC10 Microsoft Word and PowerPoint ED45 Career Management | | |
| Supplemental Technical Courses | | | |
| Work-based and Experiential Learning | SAE for All | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: FFA | | | |

FOUNDATIONS OF AGRICULTURE

AU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the agriculture, Food, and Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

NATIONAL RESOURCES I

AN512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop knowledge of renewable and non-renewable natural resources in an agricultural education setting. Explore forestry and wildlife habitat management procedures through hands-on activities. Practice skills and methods used to evaluate and classify soils. Examine land use regulations to support environmental quality. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

NATIONAL RESOURCES II**AN522X0 1 CREDIT***Prerequisite: AN51 Natural Resources I*

Recommended Maximum Enrollment: 25

Examine best management practices and sampling techniques to support natural resource conservation. Develop forestry identification and management skills. Discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources recreational opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experiences (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

NATIONAL RESOURCES II - HONORS**AN525X0 1 CREDIT***Prerequisite: AN51 Natural Resources I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

NATIONAL RESOURCES II - FORESTRY**AN532X0 1 CREDIT***Prerequisite: AN51 Natural Resources I*

Recommended Maximum Enrollment: 25

Explore forest cultivation, conservation, and management and timber harvesting and processing to prepare students for a career in the forestry industry. Implement skills in tree identification and timber measurement. Develop forestry knowledge and skills to attain an industry recognized credential. Gain the knowledge and skills for careers in Natural Resources pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Forestry Worker - Forestry Works
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

NATIONAL RESOURCES II - FORESTRY HONORS**AN535X0 1 CREDIT***Prerequisite: AN51 Natural Resources I*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes Supervised Agricultural Experience (SAE)
- **Aligned Industry Credential:** Forestry Worker - Forestry Works
- **Aligned CTE Student Organization:** North Carolina FFA Association and National FFA Organization

ARCHITECTURE & CONSTRUCTION

Construction and Maintenance/Operations

| National Pathways: Construction and Maintenance/Operations Carpentry Career Pathway (CARP) | | | |
|---|--|-------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| IC00 Core and Sustainable Construction | IC21 Carpentry I | IC22 Carpentry II | IC23 Carpentry III <i>or</i> WS03 CTE Advanced Studies ARCH <i>or</i> WA03 Apprenticeship ARCH <i>or</i> WI03 CTE Internship ARCH <i>or</i> WO03 CTE Cooperative Education ARCH <i>or</i> WP03 CTE Pre-apprenticeship ARCH |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

CONSTRUCTION CORE

IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** No **Pre-Apprenticeship:** Yes **School Based-Enterprises:** No **Service Learning:** No
- **Aligned Industry Credential:** NCCER and the OSHA 10-Hour Construction Industry Certifications
- **Aligned CTE Student Organization:** SkillsUSA

CARPENTRY I

IC212X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop basic skills to interpret and lay out basic construction plans and documents used by carpenters. Engage in procedures for laying out and constructing floor and wall systems. Practice essential stairway design and construction techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

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

Aligned Industry Credential: NC NCCER Credential-Carpentry I

Aligned CTE Student Organization: SkillsUSA

CARPENTRY II HONORS

IC225X0 1 CREDIT

Prerequisite: IC21 Carpentry I

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Engage in procedures for laying out, constructing, and installing roofing components for residential and commercial buildings. Practice skills related to moisture and insulation control concepts for building envelope systems installation. Participate in exterior finish materials installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

• **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** No **Pre-Apprenticeship:** Yes **School Based-Enterprises:** No **Service Learning:** No

• **Aligned Industry Credential:** NC NCCER Credential-Carpentry II

• **Aligned CTE Student Organization:** SkillsUSA

CARPENTRY III HONORS

IC235X0 1 CREDIT

Prerequisite: IC22 Carpentry II

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of skills required to read and interpret commercial drawings and specifications. Engage in procedures for drywall installation and finishing. Participate in the installation of door and door hardware installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Carpentry III
- **Aligned CTE Student Organization:** SkillsUSA

| National Pathways: Construction and Maintenance/Operations Electrical Trades Career Pathway (ELTR) | | | |
|---|--|---------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| IC00 Core and Sustainable Construction | IC41 Electrical Trades I | IC42 Electrical Trades II | IC43 Electrical Trades III <i>or</i> WS03 CTE Advanced Studies ARCH <i>or</i> WA03 Apprenticeship ARCH <i>or</i> WI03 CTE Internship ARCH <i>or</i> WO03 CTE Cooperative Education ARCH <i>or</i> WP03 CTE Pre-apprenticeship ARCH |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

CONSTRUCTION CORE IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NCCER and the OSHA 10-Hour Construction Industry Certifications
- **Aligned CTE Student Organization:** SkillsUSA

ELECTRICAL TRADES I HONORS IC415X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of basic electrical theory, Ohm's Law, and methods for calculating electrical energy. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic skills required for installation of electrical device boxes, conduit, and raceways systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Electrical Trades I
- **Aligned CTE Student Organization:** SkillsUSA

ELECTRICAL TRADES II HONORS IC425X0 1 CREDIT

Prerequisite: IC41 Electrical Trades I

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop a working knowledge of skills required to read and interpret electrical construction drawings and specifications. Practice laying out branch circuits, sizing outlet boxes, and wiring device installation for residential electrical systems. Develop a working knowledge of AC and DC motor theory and application. Gain the knowledge, skills, and industry credential for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Electrical Trades II
- **Aligned CTE Student Organization:** SkillsUSA

ELECTRICAL TRADES III HONORS IC435X0 1 CREDIT

Prerequisite: IC42 Electrical Trades II

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Practice the techniques required to make conduit bends and to install pull and junction boxes. Engage in a cable pulling operation including conductor installation and cable end preparation. Develop a working knowledge of the operation of circuit breakers, fuses, contractors, and relays used in electrical systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Electrical Trades III
- **Aligned CTE Student Organization:** SkillsUSA

| National Pathways: Construction and Maintenance/Operations Masonry Career Pathway (MASO) | | | |
|---|---|-----------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| IC00 Core and Sustainable Construction | IC11 Masonry I | IC12 Masonry II | IC13 Masonry III <i>or</i> WS03 CTE Advanced Studies ARCH <i>or</i> WA03 Apprenticeship ARCH <i>or</i> WI03 CTE Internship ARCH <i>or</i> WO03 CTE Cooperative Education ARCH <i>or</i> WPO3 CTE Pre-apprenticeship ARCH |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills GS11 Project Management I | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Construction Management Technology | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

CONSTRUCTION CORE

IC002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

* For safety reasons, the recommended enrollment should not exceed 20 students.

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NCCER and the OSHA 10-Hour Construction Industry Certifications
- **Aligned CTE Student Organization:** SkillsUSA

MASONRY I HONORS

IC115X0 1 CREDIT

Prerequisite: IC00 Construction Core

Recommended Maximum Enrollment: 20

* For safety reasons, the recommended enrollment should not exceed 20 students.

Develop basic skills to interpret measurements, drawings, and specifications common in masonry work. Engage in safely operating masonry tools and equipment. Participate in setting up, laying out, and bonding block and brick using an appropriate mortar mixture. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Masonry I
- **Aligned CTE Student Organization:** SkillsUSA

MASONRY II HONORS

IC125X0 1 CREDIT

Prerequisite: IC11-Masonry I

Recommended Maximum Enrollment: 20

* For safety reasons, the recommended enrollment should not exceed 20 students.

Participate in masonry construction techniques for residential and small structure foundations. Focus on the use of grout and the application of other reinforced masonry elements. Engage in the installation of metal components and masonry openings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Masonry II
- **Aligned CTE Student Organization:** SkillsUSA

MASONRY III HONORS

IC135X0 1 CREDIT

Prerequisite: IC12-Masonry II

Recommended Maximum Enrollment: 20

*** For safety reasons, the recommended enrollment should not exceed 20 students.**

Participate in advanced masonry construction techniques and the interaction with structural components. Develop an understanding of the effects of hot and cold weather climate conditions on masonry construction. Develop a working knowledge of quality control requirements for masonry construction. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** NC NCCER Credential-Masonry III
- **Aligned CTE Student Organization:** SkillsUSA

Design/Pre-Construction

| National Pathway: Design/Pre-Construction Drafting Architectural Career Pathway (DRFA) | | | |
|---|--|----------------------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | IC61 Drafting I Honors | IC62 Drafting II – Architectural | IC63 Drafting III – Architectural <i>or</i> WS03 CTE Advanced Studies ARCH <i>or</i> WA03 Apprenticeship ARCH <i>or</i> WI03 CTE Internship ARCH <i>or</i> WO03 CTE Cooperative Education ARCH <i>or</i> WP03 CTE Pre-apprenticeship ARCH |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FI21 Interior Design Fundamentals GS11 Project Management I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

DRAFTING I HONORS

IC615X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User AutoCAD
- **Aligned CTE Student Organization:** SkillsUSA

DRAFTING II- ARCHITECTURAL HONORS

IC625X0 1 CREDIT

Prerequisite: IC61 Drafting I

Recommended Maximum Enrollment: 25

Investigate commonly accepted styles, trends, trade terminology, and career options found in the architectural industry. Practice procedures to plan and draw a single-floor residential floor plan using CAD (computer aided drafting/design). Engage in the design of foundation, roof, and floor system to create a complete set of residential construction documents. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User Revit
- **Aligned CTE Student Organization:** SkillsUSA

DRAFTING III- ARCHITECTURAL HONORS

IC635X0 1 CREDIT

Prerequisite: IC62 Drafting II- Architectural

Recommended Maximum Enrollment: 25

Practice procedures to create a multi-floor residential structure using CAD (computer aided drafting/design). Engage in the design of electrical systems, stair/railing, and advanced kitchen and bath details used in residential architectural planning. Engage in the development of a site plan for a residential structure. Gain the knowledge and skills for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** SkillsUSA

INTERIOR DESIGN FUNDAMENTALS

FI212X0 1 CREDIT

Prerequisite: FC11 Principles of Family and Human Services recommended

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

| National Pathway: Design/Pre-Construction Interior Design Career Pathway (INDE) | | |
|--|--|--|
| Prerequisite | Concentrator | Career Pathway Major |
| FI21 Interior Design Fundamentals | FI22 Interior Design Studio <i>or</i> FI23 Interior Design Technology | WS03 CTE Advanced Studies ARCH <i>or</i> WA03 Apprenticeship ARCH <i>or</i> WI03 CTE Internship ARCH <i>or</i> WO03 Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | |
| Supplemental Technical Courses | FC11 Principles of Family and Human Services GS11 Project Management I CD10 Adobe Visual Design I FA31 Apparel and Textile Production I | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA and FCCLA | | |

INTERIOR DESIGN FUNDAMENTALS

FI212X0 1 CREDIT

Prerequisite: FC11 Principles of Family and Human Services recommended

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

INTERIOR DESIGN STUDIO

FI222X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals

Recommended Maximum Enrollment: 25

This course prepares students for entry-level and technical work opportunities in the residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

INTERIOR DESIGN STUDIO HONORS

FI225X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals
Recommended Maximum Enrollment: 25

In addition to the standard course requirements 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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

INTERIOR DESIGN TECHNOLOGY HONORS

FI235X0 1 CREDIT

Prerequisite: FI21 Interior Design Fundamentals
Recommended Maximum Enrollment: 20

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User Revit

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ADOBE VISUAL DESIGN I

CD102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** Adobe Photoshop, Illustrator
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

APPAREL AND TEXTILE PRODUCTION I

FA312X0 1 CREDIT

*Prerequisite: None***For safety reasons, enrollment is not to exceed 20 in this course.**

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

ARTS, AV TECHNOLOGY, & COMMUNICATIONS**DIGITAL ARTS**

| National Career Pathways: Visual Arts and Web & Digital Communications Adobe Academy Career Pathway (ADAC) | | | |
|---|--|---|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | CD14 Adobe Video Design I | CD15 Adobe Video Design II OR CD12 Adobe Digital Design I | WS01 CTE Advanced Studies AAVC or WA01CTE Apprenticeship AAVC or WI01CTE Internship AAVC or WO01 Cooperative Education AAVC |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | MM51 Marketing I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA; Future Business Leaders of America (FBLA); Technology Student Association (TSA) | | | |

ADOBE VIDEO DESIGN I

CD142X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN I HONORS

CD145X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VIDEO DESIGN II

CD152X0 1 CREDIT

Prerequisite: CD14 Adobe Video Design I

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Recommended Maximum Enrollment: 25

Engage in the preproduction, production, and postproduction processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I

CD122X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital 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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work-Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

Visual Arts

| National Career Pathways: Visual Arts and Web & Digital Communications Adobe Academy Career Pathway (ADAC) | | | |
|---|--|--|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | CD10 Adobe Visual Design I | CD11 Adobe Visual Design II OR CD12 Adobe Digital Design I | WS01 CTE Advanced Studies AAVC or WA01CTE Apprenticeship AAVC or WI01CTE Internship AAVC or WO01 Cooperative Education AAVC |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | MM51 Marketing I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA; Future Business Leaders of America (FBLA); Technology Student Association (TSA) | | | |

ADOBE VISUAL DESIGN I

CD102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** Adobe Photoshop, Illustrator
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN II

CD112X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN II HONORS

CD115X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD122X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital 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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

| National Pathway: Visual Arts Apparel and Textile Production Career Pathway (ATPR) | | | |
|---|--|--|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| FC11 Principles of Family and Human Services | FA31 Apparel and Textile Production I | FA32 Apparel and Textile Production II | WS01 CTE Advanced Studies AAVC or WA01CTE Apprenticeship AAVC or WI01CTE Internship AAVC or WO01 Cooperative Education AAVC |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | MI21 Fashion Merchandising ME11 Entrepreneurship I CD10 Adobe Visual Design GS11 Project Management I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

APPAREL AND TEXTILE PRODUCTION I

FA312X0 1 CREDIT

Prerequisite: None

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

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

APPAREL AND TEXTILE PRODUCTION II

FA322X0 1 CREDIT

Prerequisite: FA31 Apparel and Textile Production I

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

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

APPAREL AND TEXTILE PRODUCTION II HONORS

FA325X0 1 CREDIT

Prerequisite: FA31 Apparel and Textile Production I

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

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

| | | |
|--|----------------|-----------------|
| FASHION MERCHANDISING | MI212X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 30 | | |
| This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No • Aligned Industry Credential: None | | |
| ENTREPRENEURSHIP I | ME112X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: Venture Entrepreneurial Expedition | | |
| ENTREPRENEURSHIP I HONORS | ME115X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| In addition to the standard course requirements for Entrepreneurship I, this honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: Venture Entrepreneurial Expedition | | |
| ADOBE VISUAL DESIGN I | CD102X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| ADOBE VISUAL DESIGN I HONORS | CD105X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| 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. English language arts are reinforced. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No • Aligned Industry Credential: Adobe Photoshop, Illustrator • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| PROJECT MANAGEMENT I | GS112X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended for students in grades 10-12 | | |
| Recommended Maximum Enrollment: 30 | | |
| 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. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: None | | |
| PROJECT MANAGEMENT I HONORS | GS115X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended for students in grades 10-12 | | |
| Recommended Maximum Enrollment: 30 | | |
| This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project. | | |

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

| National Pathways: Visual Arts and Programming & Software Development Digital Design and Animation Career Pathway (DIDE) | | | |
|--|--|-----------------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | CD20 3D Modeling and Animation I | CD21 3D Modeling and Animation II | WS01 CTE Advanced Studies AAVC <i>or</i> WA01CTE Apprenticeship AAVC <i>or</i> WI01 CTE Internship AAVC <i>or</i> WO01 Cooperative Education AAVC |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CD12 Adobe Digital Design ME11 Entrepreneurship I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA); SkillsUSA; Technology Student Association (TSA) | | | |

3D MODELING AND ANIMATION I

CD202X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Create 3D artwork using various industry level applications. Construct scenes with physical materials, lights and virtual cameras. Build and animate original scenes with 3D models. Gain the knowledge and skills for careers in the 3D modeling pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA), SkillsUSA, Technology Student Association (TSA)

3D MODELING AND ANIMATION II

CD212X0 1 CREDIT

Prerequisite: 3D MODELING AND ANIMATION I

Recommended Maximum Enrollment: 25

Amplify 3D models into reality by applying real-world materials and shaders. Deliver 3D character model to life with rigging and animation techniques. Forge creative potential with lights and cameras on a digital stage. Gain the knowledge, skills, and industry credential for careers in the 3D Modeling and Animation pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I

CD122X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital 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. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ENTREPRENEURSHIP I**ME112X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition
-

ENTREPRENEURSHIP I HONORS**ME115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

| National Pathways: Visual Arts and Programming & Software Development Game Art Design Career Pathway (GAAR) | | | |
|---|--|----------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | CD20 3D Modeling and Animation I | CD30 Game Art Design | CD31 Advanced Game Design <i>or</i> WS01 CTE Advanced Studies AAVC <i>or</i> WA01CTE Apprenticeship AAVC <i>or</i> WI01 CTE Internship AAVC <i>or</i> WO01 Cooperative Education AAVC |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CD12Adobe Digital Design I MM51 Marketing I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA); SkillsUSA; Technology Student Association (TSA) | | | |

3D MODELING AND ANIMATION I**CD202X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Create 3D artwork using various industry level applications. Construct scenes with physical materials, lights and virtual cameras. Build and animate original scenes with 3D models. Gain the knowledge and skills for careers in the 3D modeling pathway.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA), SkillsUSA, Technology Student Association (TSA)

GAME ART DESIGN**CD302X0 1 CREDIT***Prerequisite: CD20 3D MODELING AND ANIMATION I*

Recommended Maximum Enrollment: 25

Explore the basics of game theory and begin a journey into the gaming industry. Develop real-world soft skills by participating in a game development team. Design a prototype game to play with friends and family. Gain the knowledge and skills for careers in the Game Art Design pathway.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

GAME ART DESIGN HONORS**CD305X0 1 CREDIT***Prerequisite: CD20 3D MODELING AND ANIMATION I*

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Game Art 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.

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

- **Aligned Industry Credential:** None

- **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADVANCED GAME ART AND DESIGN

CD312X0 1 CREDIT

Prerequisite: CD30 Game Art and Design

Recommended Maximum Enrollment: 25

This course is a continuation in the study of game design. Emphasis is placed on working collaboratively as a team and creating 3-D game-ready assets and environments. Students will recognize roles in a game development team, create and pitch an original game idea and understand production management in a team environment. They will gain understanding of higher-level game design concepts such as interface design, flow, and affordance. They will utilize current industry standard AAA game engines to produce a finished multilevel game. Lastly students will produce a postmortem and update their work in their game design portfolio. Art, English language arts, mathematics and science are reinforced.

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

- **Aligned Industry Credential:** None

- **Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I

CD122X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

Build creative websites using techniques in Adobe Dreamweaver. Explore principles for web authoring and maintaining website content. Train to earn the industry-recognized Adobe Certified Professional Dreamweaver credential. Gain the knowledge and skills for careers in the Adobe Academy pathway.

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

- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver

- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE DIGITAL DESIGN I HONORS

CD125X0 1 CREDIT

Prerequisite: CD10 Adobe Visual Design I

Recommended Maximum Enrollment: 25

In addition to the standard course requirements for Adobe Digital 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. English language arts are reinforced.

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

- **Aligned Industry Credential:** Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver

- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

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

- **Aligned Industry Credential:** None

BUSINESS MANAGEMENT & ADMINISTRATION

General Management

| National Pathway: General Management General Management Career Pathway (GMGT) | | | |
|---|--|-----------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | BB40 Business Management I | BB42 Business Management II | WS04 CTE Advanced Studies BMA <i>or</i> WA04 CTE Apprenticeship BMA <i>or</i> WI04 CTE Internship BMA <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BA10 Accounting I CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

BUSINESS MANAGEMENT I

BB402X0 1 CREDIT

Prerequisite: BF10 Business Essentials

Recommended Maximum Enrollment: 30

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. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills. English language arts is reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

BUSINESS MANAGEMENT II

BB422X0 1 CREDIT

Prerequisite: BB40 Business Management I

Recommended Maximum Enrollment: 25

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING I

BA102X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING I HONORS

BA105X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

| Business Ethics and Law Career Pathway (BSEL) | | | |
|---|--|---------------------------------|---|
| Recommended Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | BB30 Business Ethics and Law I | BB32 Business Ethics and Law II | WS04 CTE Advanced Studies BMA or WI04 CTE Internship BMA |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BA10 Accounting I CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education Students (DECA) and Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

BUSINESS ETHICS AND LAW I

BB302X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials Recommended

Recommended Maximum Enrollment: 30

Cultivate the knowledge of basic legal and ethical principles governing the business industry and its consumers. Explore the role federal and state government plays in criminal and civil court cases. Investigate issues that arise in the topics of business ownership, contract law, employment law, cyber law, property law, and environmental law. Gain the knowledge and skills for careers in business law.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School-Based Enterprise: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

BUSINESS ETHICS AND LAW II

BB322X0 1 CREDIT

Prerequisite: BB30 Business Ethics and Law I

Recommended Maximum Enrollment: 25

Analyze complex legal and ethical issues that impact today's modern business models. Explore e-commerce law, agency law, and business financial law. Investigate the protection provided by business contracts and their importance. Gain the knowledge and skills for careers in business law.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School-Based Enterprise: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING I

BA102X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING I HONORS

BA105X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12
Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

| National Pathways: Operations Management and General Management Entrepreneurship Career Pathway (ENTRE) | | | |
|--|--|--------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | ME11 Entrepreneurship I | ME12 Entrepreneurship II | WS04 CTE Advanced Studies BMA <i>or</i> WA04 CTE Apprenticeship BMA <i>or</i> WI04 CTE Internship BMA <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | MM51 Marketing I CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education Students (DECA) and Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ENTREPRENEURSHIP I

ME112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

ENTREPRENEURSHIP I HONORS**ME115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

ENTREPRENEURSHIP II HONORS**ME125X0 1 CREDIT***Prerequisite: ME11 Entrepreneurship I*

Recommended Maximum Enrollment: 25

In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Entrepreneurship and Small Business (ESB)

MARKETING I**MM512X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Operations Management

| National Pathway: Operations Management Project Management Career Pathway (PMGT) | | | |
|---|--|----------------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | GS11 Project Management I | GS12 Project Management II | WC04 CTE Advanced Studies BMA <i>or</i> WA04 CTE Apprenticeship BMA <i>or</i> WI04 CTE Internship BMA <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA) Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS**BF102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT II HONORS

GS125X0 1 CREDIT

Prerequisite: GS11 Project Management I

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 25

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.

- **Work-Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PMI Project Management Ready Certification

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Education

| National Pathway: Teaching/Training Teaching/Training Career Pathway (TETR) | | | |
|---|---|---|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| FE60 Child Development | FE21 Teaching as a Profession I | FE22 Teaching as a Profession II AND FE23 Teaching as a Profession Field Experience | WS05 CTE Advanced Studies EDUC <i>or</i> WA05 CTE Apprenticeship EDUC <i>or</i> WO05 CTE Internship EDUC <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FC11 Principles of Family and Human Services FC13 Counseling and Mental Health I FE11 Early Childhood Education I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

CHILD DEVELOPMENT

FE602X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

TEACHING AS A PROFESSION I HONORS

FE215X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 20

This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Basic School Age Care (BASC)

TEACHING AS A PROFESSION II HONORS

FE225X0 1 CREDIT

Prerequisite: FE21 Teaching as a Profession I

Co-requisite: FE23 Teaching as a Profession II Field Experience

Required Maximum Enrollment: 20

This course is designed to encourage students to further pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, and utilization of a variety of instructional strategies. Students are required to complete both Teaching as a Profession II and Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

TEACHING AS A PROFESSION FIELD EXPERIENCE HONORS

FE235X0 1 CREDIT

Prerequisite: FE22 Teaching as a Profession II

Required Maximum Enrollment: 20

In this course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assists in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Entrepreneurial:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** No **Service Learning:** Yes
- **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH I

FC132X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Entrepreneurial:** No **Internship:** No **Job Shadowing:** Yes **Mentorships:** No **School Based Enterprises:** No **Service Learning:** Yes
- **Aligned Industry Credential:** None

EARLY CHILDHOOD EDUCATION I HONORS

FE115X0 2 CREDITS

Prerequisite: FE60 Child Development AND students must be 15 by September 1.

For safety reasons and intern placement, enrollment should not exceed 20 in this course.

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. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education meet NC Child Care General Statute, students must be 15 years of age before September 1 .

- **Work Based Learning Opportunities:** Apprenticeship: Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Entrepreneurial:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** No **Service Learning:** Yes
- **Aligned Industry Credential:** CPR, First Aid, North Carolina Early Childhood Credential Equivalency (NCECC)

FINANCE

Accounting

| National Pathway: Accounting Accounting Career Pathway (ACCT) | | | |
|---|--|--------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | BA10 Accounting I | BA20 Accounting II | WS06 CTE Advanced Studies FINA <i>or</i> WA06 CTE Apprenticeship FINA <i>or</i> WO06 CTE Internship FINA <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Entrepreneurial:** No **Internship:** No **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None

ACCOUNTING I

BA102X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING I HONORS

BA105X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ACCOUNTING II HONORS

BA205X0 1 CREDIT

Prerequisite: BA10 Accounting I

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This honors-level course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Intuit QuickBooks Certified User

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamental formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Securities and Investments

| National Pathway: Securities and Investments Financial Planning Career Pathway (FNPL) | | | |
|---|--|----------------------------|---|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | BF21 Financial Planning I | BF22 Financial Planning II | WS06 CTE Advanced Studies FINA <i>or</i> WA06 CTE Apprenticeship FINA <i>or</i> WO06 CTE Internship FINA <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

FINANCIAL PLANNING I**BF212X0 1 CREDIT***Prerequisite: BF10 Business Essentials*

Recommended Maximum Enrollment: 30

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

FINANCIAL PLANNING II**BF222X0 1 CREDIT***Prerequisite: BF21 Financial Planning I*

Recommended Maximum Enrollment: 25

Students will further develop the fundamental knowledge and skills acquired in Financial Planning I to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

HEALTH SCIENCE**Therapeutic Services, Diagnostic Services, Health Informatics, Support Services**

| National Pathway: Therapeutic Services Healthcare Professional Career Pathway (HPCP) | | | |
|--|-----------------------|------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| HU10 Foundations of Health Science | HU40 Health Science I | HU42 Health Science II | HH32 Pharmacy Technician HN42 Nursing Fundamentals and Non-Practicum HN43 Nursing Fundamentals and Practicum (2 credits) or HN44 Fundamentals of Gerontology or HN45 Public Health Fundamentals or WS08 CTE Advanced Studies HLTH or WA08 CTE Apprenticeship HLTH or WI08 CTE Internship HLTH or WP08 CTE Pre-apprenticeship HLTH |
| Supplemental Career Employability Skills Courses | | | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills |
| Supplemental Technical Courses | | | FC13 Counseling and Mental Health I FC14 Counseling and Mental Health II FN41 Food and Nutrition I IP21 Emergency Medical Technology I |
| Career & College Promise | | | Approved Career & College Promise Career Technical Education Pathway WTCC Introduction to Medical Assisting WTCC Nurse Aide |
| Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals | | | |

FOUNDATIONS OF HEALTH SCIENCE**HU102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration. Gain knowledge and skills for careers in the Health Science cluster.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I

HU402X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I HONORS

HU405X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE II

HU422X0 1 CREDIT

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

Recommended Maximum Enrollment: 20

Understand the healthcare industry, including employability skills, cultural awareness, safety, and infection control procedures used by healthcare professionals. Develop an understanding of the cardiovascular and respiratory systems to apply knowledge and skills toward earning industry recognized credentials. Demonstrate understanding of curriculum content through projects, collaborations, and teamwork. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed, Basic Life Support
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE II HONORS

HU425X0 1 CREDIT

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

Recommended Maximum Enrollment: 20

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** OSHA 10-Hour Industry (Healthcare) Certification, Stop the Bleed, Basic Life Support
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

PHARMACY TECHNICIAN HONORS

HH325X0 1 CREDIT

Prerequisite: HU32 Health Science II

Recommended Maximum Enrollment: 20

Explore the science of how medications act on biological systems and how the body responds to specific medications as it relates to the role of the pharmacy technician in preparing prescriptions. Understand pharmacy law and regulation, product inventory, compound procedures, and medication safety. Learn the practices of billing and reimbursement in pharmacy operations. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** CPHT Certified Pharmacy Technician
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

NURSING FUNDAMENTALS AND NON-PRACTICUM HONORS

HN425X0 2 CREDITS

Prerequisite: HU42 Health Science II

**North Carolina Board of Nursing BON administrative Rule 21 (NCAC 36.0318 (i) requires the ratio of teacher to nurse aid students to be 1:10 or less while in the clinical area. North Carolina Department of Health and Human Services, Health Care Personnel Education and Credentialing Section applies the 1:10 ratio in the classroom laboratory training and clinical.*

Explore the role of a nurse aide as defined by North Carolina Department of Health and Human Services, Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and residents in a healthcare setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge and skills for careers in the Healthcare Professional pathway. Students who are unable to complete/attend clinical hours in HN43 Nursing Fundamentals and Practicum are transferred to this course.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: No Internship: No Job Shadowing: No Mentorships: Yes School Based : No Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

NURSING FUNDAMENTALS AND PRACTICUM HONORS

HN435X0 2 CREDITS

Prerequisite: HU42 Health Science II

**Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to HN43 Nurse Aide students be 1:10 or less while in the clinical area. DHSR applies this 1:10 ratio to the classroom and laboratory training area. HN43 Nursing Fundamentals is total Nurse Aide 1 training. Maximum enrollment for one teacher for one section of students is ten in HN43 Nursing Fundamentals.*

Explore the role of a Nurse Aide as defined by the North Carolina Department of Health and Human Services, and Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and residents in a healthcare clinical setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional Pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: No Cooperative Education: No Internship: Yes Job Shadowing: No Mentorships: Yes Pre-Apprenticeship: Yes School Based : No Service Learning: No
- **Aligned Industry Credential:** North Carolina Nurse Aide I
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

Biotechnology Research and Development

| National Pathway: Biotechnology Research and Development Biomedical Technology Career Pathway (BTCP) | | | |
|---|--|----------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| HU10 Foundations of Health Science | HU40 Health Science I HP71 PLTW Human Body Systems | HB11 Biomedical Technology | HL21 Biomedical Innovations or HH32 Pharmacy Technician or WS08 CTE Advanced Studies HLTH or WA08 CTE Apprenticeship HLTH or WI08 CTE Internship HLTH or WP08 CTE Pre-apprenticeship HLTH |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals | | | |

FOUNDATIONS OF HEALTH SCIENCE

HU102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration. Gain knowledge and skills for careers in the Health Science cluster.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I

HU402X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I HONORS

HU405X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

BIOMEDICAL TECHNOLOGY

HB112X0 1 CREDIT

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

Recommended Maximum Enrollment: 30

Investigate trends in healthcare and research to include ethics and medicine. Explore trends in forensic medicine, infectious disease(s), and organ transplants. Examine cell biology related to cancer and biomedical research. Gain the knowledge and skills for careers in the Biomedical Technology pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

BIOMEDICAL TECHNOLOGY HONORS

HB115X0 1 CREDIT

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

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

BIOMEDICAL INNOVATIONS HONORS

HL215X0 1 CREDIT

Prerequisite: HB11 Biomedical Technology

Recommended Maximum Enrollment: 25

This course expands on the biomedical technology topics from Biomedical Technology I with focus on bioethics (vaccines, human experimentation, genetics), lab techniques and biomedical equipment applications, biomanufacturing, and the impact of biotechnology on global health and medical innovation.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** OSHA 10-Hour Industry (Healthcare) Certification
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

PHARMACY TECHNICIAN HONORS

HH325X0 1 CREDIT

Prerequisite: HU32 Health Science II

Recommended Maximum Enrollment: 20

Explore the science of how medications act on biological systems and how the body responds to specific medications as it relates to the role of the pharmacy technician in preparing prescriptions. Understand pharmacy law and regulation, product inventory, compound procedures, and medication safety. Learn the practices of billing and reimbursement in pharmacy operations. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** CPHT Certified Pharmacy Technician
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HOSPITALITY & TOURISM

Restaurant and Food and Beverage Service

| National Pathway: Restaurant and Food/Beverage Service Culinary Arts Applications Career Pathway (CULA) | | | |
|---|--|--------------------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| FH10 Culinary Arts & Hospitality I | FH11 Culinary Arts & Hospitality II Applications | FH13 Culinary Arts & Hospitality III | FH14 Culinary Arts & Hospitality IV Applications <i>or</i> WS09 CTE Advanced Studies HOSP <i>or</i> WA09 CTE Apprenticeship HOSP <i>or</i> WI09 CTE Internship HOSP <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FN41 Food and Nutrition I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

CULINARY ARTS AND HOSPITALITY I

FH102X0 1 CREDIT

Prerequisite: None

For safety reasons, enrollment not to exceed 20 students.

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

CULINARY ARTS AND HOSPITALITY II APPLICATIONS

FH112X0 1 CREDIT

Prerequisite: FH10 Culinary Arts and Hospitality I

For safety reasons, enrollment not to exceed 20 students.

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

CULINARY ARTS AND HOSPITALITY II APPLICATIONS HONORS

FH115X0 1 CREDIT

Prerequisite: FH10 Culinary Arts and Hospitality I

For safety reasons, enrollment not to exceed 20 students.

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

CULINARY ARTS AND HOSPITALITY III HONORS

FH135X0 1 CREDIT

Prerequisite: FH11 Culinary Arts and Hospitality II Applications OR FH12 Culinary Arts and Hospitality II Internship

For safety reasons, enrollment not to exceed 20 students.

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ProStart Certificate of Achievement National Restaurant Association Education Foundation, Certified Fundamentals Cook (CFC), or PrePAC in Culinary Arts
-

CULINARY ARTS AND HOSPITALITY IV HONORS

FH145X0 1 CREDIT

*Prerequisite: FH13 Culinary Arts and Hospitality III***For safety reasons, enrollment not to exceed 20 students.**

Design menus for a food service operation. Demonstrate advanced skills in food operation, baking, and pastry. Operate a school-based enterprise by preparing, marketing, and selling a variety of food products. Gain the knowledge and skills for careers in culinary arts and hospitality.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

FOOD AND NUTRITION I

FH412X0 1 CREDIT

*Prerequisite: FC11 Principles of Family and Human Services recommended***For safety reasons, enrollment not to exceed 20 students.**

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Accredited Food Handler Certificate

| National Pathway: Restaurant and Food/Beverage Service Culinary Arts Internship Career Pathway (CULI) | | | |
|---|--|--------------------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| FH10 Culinary Arts & Hospitality I | FH12 Culinary Arts & Hospitality II Internship | FH13 Culinary Arts & Hospitality III | WS09 CTE Advanced Studies HOSP or WA09 CTE Apprenticeship HOSP or WI09 CTE Internship HOSP or Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FN41 Food and Nutrition I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

CULINARY ARTS AND HOSPITALITY I

FH102X0 1 CREDIT

*Prerequisite: None***For safety reasons, enrollment not to exceed 20 students.**

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

CULINARY ARTS AND HOSPITALITY II INTERNSHIP

FH122X0 1 CREDIT

*Prerequisite: FH10 Culinary Arts and Hospitality I***For safety reasons, enrollment not to exceed 20 students.**

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations through mentored work experiences in the food service industry. 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, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

CULINARY ARTS AND HOSPITALITY II INTERNSHIP HONORS

FH125X0 1 CREDIT

*Prerequisite: FH10 Culinary Arts and Hospitality I***For safety reasons, enrollment not to exceed 20 students.**

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)
-

CULINARY ARTS AND HOSPITALITY III HONORS

FH135X0 1 CREDIT

*Prerequisite: FH11 Culinary Arts and Hospitality II Applications OR FH12 Culinary Arts and Hospitality II Internship***For safety reasons, enrollment not to exceed 20 students.**

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ProStart Certificate of Achievement National Restaurant Association Education Foundation, Certified Fundamentals Cook (CFC), or PrePAC in Culinary Arts

FOOD AND NUTRITION I

FN412X0 1 CREDIT

*Prerequisite: FC11 Principles of Family and Human Services recommended***For safety and sanitation reasons, enrollment should not exceed 20 in this course.**

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Accredited Food Handler Certificate

Recreation, Amusements and Attractions

| National Pathway: Recreation, Amusements and Attractions Sports & Entertainment Marketing Career Pathway (SEMK) | | | |
|--|--|--|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| MM51 Marketing I | MH31 Sport & Event Marketing I | MH32 Sport & Event Marketing II | WS09 CTE Advanced Studies HOSP <i>or</i> WA09 CTE Apprenticeship HOSP <i>or</i> WI09 CTE Internship HOSP <i>or</i> Cooperative Education |
| Supplemental Career Employability Skills Courses | | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | |
| Supplemental Technical Courses | | GS11 Project Management I ME11 Entrepreneurship I CC11 Microsoft Excel | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education Students (DECA), Future Business Leaders of America (FBLA) | | | |

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

SPORT AND EVENT MARKETING I

MH312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

SPORT AND EVENT MARKETING II HONORS

MH325X0 1 CREDIT

Prerequisite: MH31 Sport and Event Marketing I

Recommended Maximum Enrollment: 25

In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ENTREPRENEURSHIP I

ME112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

ENTREPRENEURSHIP I HONORS

ME115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Travel and Tourism

| Hospitality and Tourism Management Career Pathway (HOTM) | | | |
|--|--|--|--------------------------------|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | FH31 Hospitality and Tourism Management I | FH32 Hospitality and Tourism Management II | WS09 CTE Advanced Studies HOSP |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | GS11 Project Management I FH10 Culinary Arts and Hospitality I ME11 Entrepreneurship I MH31 Sport and Event Marketing I MM51 Marketing I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education Students (DECA) and Family, Career and Community Leaders of America (FCCLA) | | | |

BUSINESS ESSENTIALS

FH102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

HOSPITALITY AND TOURISM MANAGEMENT I

FH312X0 1 CREDIT

Prerequisite: None, BF10 Business Essentials Recommended

Recommended Maximum Enrollment: 25

Discover the limitless possibilities in the hospitality and tourism industry. Explore this multi-faceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprise: Yes Service Learning: Yes
- **Aligned Industry Credential:** Certified Guest Service Professional (CGSP)

HOSPITALITY AND TOURISM MANAGEMENT II

FH322X0 1 CREDIT

Prerequisite: FH31 Hospitality and Tourism Management I

Recommended Maximum Enrollment: 25

Recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprise: Yes Service Learning: Yes
- **Aligned Industry Credential:** Certified Hospitality Specialist

CULINARY ARTS AND HOSPITALITY I

FH102X0 1 CREDIT

Prerequisite: None

For safety reasons, enrollment not to exceed 20 students.

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

SPORT AND EVENT MARKETING I**MH312X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I**GS112X0 1 CREDIT***Prerequisite: None*

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS**GS115X0 1 CREDIT***Prerequisite: None*

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

ENTREPRENEURSHIP I**ME112X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

ENTREPRENEURSHIP I HONORS**ME115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Venture Entrepreneurial Expedition

HUMAN SERVICES

Counseling and Mental Health

| Counseling and Mental Health (CMHC) | | | |
|---|--|--------------------------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| FC11 Principles of Family and Human Services | FC13 Counseling and Mental Health I | FC14 Counseling and Mental Health II | WS10 CTE Advanced Studies HUMA <i>or</i> WA10 CTE Apprenticeship HUMA <i>or</i> WI10 CTE Internship HUMA |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FE60 Child Development | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH I

FC132X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

COUNSELING AND MENTAL HEALTH II

FC142X0 1 CREDIT

Prerequisite: FC13 Counseling and Mental Health I

Required Maximum Enrollment: 25

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal well-being. English/language arts, social studies, science, technology, interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Pre-Professional Assessment and Certification in Family and Community Services

CHILD DEVELOPMENT

FE602X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

Early Childhood Development and Services

| National Pathway: Early Childhood Development & Services Early Childhood Development & Services Career Pathway (EACH) | | | |
|--|--|--|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| FC11 Principles of Family and Human Services | FE60 Child Development | FE11 Early Childhood Education I (2 credit course) | FE12 Early Childhood Education II (2 credit course) |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

CHILD DEVELOPMENT

FE602X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

EARLY CHILDHOOD EDUCATION I HONORS

FE115X0 2 CREDITS

Prerequisite: FE60 Child Development AND students must be 15 by September 1.

For safety reasons and intern placement, enrollment should not exceed 20 in this course.

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. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education meet NC Child Care General Statute, students must be 15 years of age before September 1.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** CPR, First Aid, North Carolina Early Childhood Credential Equivalency (NCECC)

EARLY CHILDHOOD EDUCATION II HONORS

FE125X0 2 CREDITS

Prerequisite: FE11 Early Childhood Education I

For safety reasons and intern placement, enrollment should not exceed 20 in this course.

Discover characteristics for effective early childhood education activities. Prepare high quality instructional materials and activities for early childhood classrooms. Create engaging lesson plans for children birth to age 12. Gain the knowledge and skills for careers in the early childhood education pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

National Pathway: Therapeutic Services Food & Nutrition Career Pathway (FONU)

| Recommended | Prerequisite | Concentrator | Career Pathway Major |
|---|--|----------------------------|--|
| FC11 Principles of Family and Human Services | FN41 Food and Nutrition I | FN42 Food and Nutrition II | FN43 Food Science and Technology <i>or</i> WS10 CTE Advanced Studies HUMA <i>or</i> WA10 CTE Apprenticeship HUMA <i>or</i> WI10 CTE Internship HUMA |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | FH10 Culinary Arts and Hospitality I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA) | | | |

PRINCIPLES OF FAMILY AND HUMAN SERVICES

FC112X0 1 CREDIT

Prerequisite: None

Required Maximum Enrollment: 25

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** None

FOOD AND NUTRITION I

FN412X0 1 CREDIT

Prerequisite: FC11 Principles of Family and Human Services recommended

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

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: No School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Accredited Food Handler Certificate

FOOD AND NUTRITION II

FN422X0 1 CREDIT

Prerequisite: FN41 Food and Nutrition I

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

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Approved Certified Food Protection Manager

FOOD AND NUTRITION II HONORS

FN425X0 1 CREDIT

Prerequisite: FN41 Food and Nutrition I

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

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ANSI-Approved Certified Food Protection Manager

FOOD SCIENCE AND TECHNOLOGY HONORS

FN435X0 1 CREDIT

Prerequisite: FN41 Food and Nutrition I AND Environmental Science or Physical Science or Biology or Chemistry

Required Maximum Enrollment: 25

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts, science, social studies, and mathematics are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** -Food Safety and Science Certification

Prerequisite: None

For safety reasons, enrollment not to exceed 20 students.

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.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Certified Food Protection Manager (ANSI Accredited)

INFORMATION TECHNOLOGY

AP Computer Science

| National Pathway: Programming and Software Development Computer Science Principles Career Pathway (CSPR) | | | |
|---|---|----------------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | 0A02 AP Computer Science Principles | 2A02 AP Computer Science A | WS11 CTE Advanced Studies INFO <i>or</i> WA11 CTE Apprenticeship INFO <i>or</i> WI11 CTE Internship INFO <i>or</i> WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BI05 IB Information Technology in a Global Society CI00 CompTIA IT Fundamentals CC11 Microsoft Excel CS10 Introduction to Computer Science | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

AP COMPUTER SCIENCE PRINCIPLES

Prerequisite: None

Recommended Maximum Enrollment: 30

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

AP COMPUTER SCIENCE A

Prerequisite: None

Recommended Maximum Enrollment: 30

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

COMPTIA IT FUNDAMENTALS

Prerequisite: None

Recommended Maximum Enrollment: 25

Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Comp TIA IT Fundamentals + (ITF+)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

INTRODUCTION TO COMPUTER SCIENCE**CS102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore components of computation, programming, ethics, and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Programming and Software Development

| National Pathway: Programming and Software Development Computer Science Principles Career Pathway (CSPR) | | | |
|---|--|---|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| CS10 Introduction to Computer Science | CS20 Computer Science I | CS21 Computer Science II or 0A02 AP Computer Science Principles | 2A02 AP Computer Science or WS11 CTE Advanced Studies INFO or WA11 CTE Apprenticeship INFO or W111 CTE Internship INFO or WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CI00 CompTIA IT Fundamentals BI05 IB Information Technology in a Global Society CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

INTRODUCTION TO COMPUTER SCIENCE**CS102X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore components of computation, programming, ethics, and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

COMPUTER SCIENCE I**CS202X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

Explore how data is stored, transmitted, and used by computers. Investigate the benefits and harms of quickly advancing technology on society. Produce unique and interactive computer programs. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

| | | |
|--|----------------|-----------------|
| COMPUTER SCIENCE II | CS212X0 | 1 CREDIT |
| <i>Prerequisite: CS20 Computer Science I</i> | | |
| Recommended Maximum Enrollment: 30 | | |
| Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: None • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| AP COMPUTER SCIENCE PRINCIPLES | 0A027X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 30 | | |
| AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: None • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| AP COMPUTER SCIENCE A | 2A027X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 30 | | |
| AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: None • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| COMPTIA IT FUNDAMENTALS | CI002X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: Comp TIA IT Fundamentals + (ITF+) • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |
| MICROSOFT EXCEL HONORS | CC115X0 | 1 CREDIT |
| <i>Prerequisite: None</i> | | |
| Recommended Maximum Enrollment: 25 | | |
| Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways. | | |
| <ul style="list-style-type: none"> • Work Based Learning Opportunities: Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes • Aligned Industry Credential: Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert • Aligned CTE Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | |

National Pathway: Programming and Software Development Python Programming Career Pathway (PYPR)

| Recommended | Prerequisite | Concentrator | Career Pathway Major |
|---|--|-------------------------------|--|
| CI00 CompTIA IT Fundamentals or CS10 Introduction to Computer Science | CP10 Python Programming I | CP11 Python Programming II | 2A02 AP Computer Science A or WS11 CTE Advanced Studies INFO or WA11 CTE Apprenticeship INFO or WI11 CTE Internship INFO or WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BI05 IB Information Technology in a Global Society CC11 Microsoft Excel | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

COMPTIA IT FUNDAMENTALS

CI002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Comp TIA IT Fundamentals + (ITF+)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

INTRODUCTION TO COMPUTER SCIENCE

CS102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore components of computation, programming, ethics, and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

PYTHON PROGRAMMING I

CP102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process. Gain the knowledge and skills for careers in the Python Programming pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

PYTHON PROGRAMMING II HONORS

CP115X0 1 CREDIT

Prerequisite: CP10 Python Programming I

Recommended Maximum Enrollment: 25

Design, write, debug, and run programs encoded in the Python language. Formulate program using Internet of Things (IoT) programs. Develop stories utilizing data sets, visualizations, and Python programming. Gain the knowledge and skills for careers in the Python Programming pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** PCAP Certified Associate in Python Programming
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)
-

AP COMPUTER SCIENCE A**2A027X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 30

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

| National Pathway: Programming and Software Development Data Science (DTSC) | | | |
|--|---|---------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| CC11 Microsoft Excel | CS30 Introduction to Data Science | CS31 SAS Base Programming | 2A03 AP Statistics <i>or</i> WS11 CTE Advanced Studies WA11 CTE Apprenticeship INFO <i>or</i> WI11 CTE Internship INFO <i>or</i> WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BI05 IB Information Technology in a Global Society CI00 CompTIA IT Fundamentals CS10 Introduction to Computer Science | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

MICROSOFT EXCEL HONORS**CC115X0 1 CREDIT***Prerequisite: None*

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

INTRODUCTION TO DATA SCIENCE**CS302X0 1 CREDIT***Prerequisite: CC11 Microsoft Excel*

Recommended Maximum Enrollment: 25

Explore introductory concepts to data science, such as data organization and data visualization. Build data analysis and data visualizations using advanced Microsoft Excel techniques. Compose data structures and apply database relationships to help solve deep-level data question. Gain the skills and knowledge for careers in the Data Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

SAS BASE PROGRAMMING HONORS**CS315X0 1 CREDIT***Prerequisite: CS30 Introduction to Data Science*

High School Program Planning Guide 2024-2025

Recommended Maximum Enrollment: 20

Build SAS programs to solve common data analysis problems. Illustrate data using custom formats and tables. Synthesize data to help develop a story with data. Gain the knowledge and skills for careers in the Data Science pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** SAS Certified Specialist: Programming Fundamentals Using SAS 9.4
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

AP STATISTICS

2A037X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Explore statistics through discussion and activities, and design surveys and experiments.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

COMPTIA IT FUNDAMENTALS

CI002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Comp TIA IT Fundamentals + (ITF+)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

INTRODUCTION TO COMPUTER SCIENCE

CS102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Explore components of computation, programming, ethics, and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Information and Support Services

| National Pathway: Information Support and Services Computer Engineering Career Pathway (COEN) | | | |
|--|--|---|---|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| CI00 CompTIA IT Fundamentals | CI01 Computer Engineering Technology I | CI02 Computer Engineering Technology II | WS11 CTE Advanced Studies INFO <i>or</i> WA11 CTE Apprenticeship INFO <i>or</i> WI11 CTE Internship INFO <i>or</i> WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BI05 IB Information Technology in a Global Society | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

COMPTIA IT FUNDAMENTALS

CI002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Comp TIA IT Fundamentals + (ITF+)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

COMPUTER ENGINEERING TECHNOLOGY I HONORS

CI015X0 1 CREDIT

Prerequisite: CI00 CompTIA IT Fundamentals

Recommended Maximum Enrollment: 25

Install and configure laptops and other mobile devices. Support and troubleshoot Windows OS, Mac OS, and Linux OS environments. Troubleshoot real-world device and network issues. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** CompTIA A+ (Core 1)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

COMPUTER ENGINEERING TECHNOLOGY II HONORS

CI025X0 1 CREDIT

Prerequisite: CI01 Computer Engineering Technology I

Recommended Maximum Enrollment: 25

Troubleshoot PC and mobile device issues including common OS, malware, and security issues. Identify and protect against security vulnerabilities for devices and their network connections. Perform critical IT support tasks. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** CompTIA A+ (Core 2)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Network Systems

| National Pathway: Network Systems Cisco Network Engineering Career Pathway (CNEN) | | | |
|--|--|--|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| CI00 CompTIA IT Fundamentals | CI10 Cisco Network Engineering Technology I | CI11 Cisco Network Engineering Technology II | WS11 CTE Advanced Studies INFO <i>or</i> WA11 CTE Apprenticeship INFO <i>or</i> WI11 CTE Internship INFO <i>or</i> WO11 Cooperative Education INFO |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | BI05 IB Information Technology in a Global Society | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA) | | | |

COMPTIA IT FUNDAMENTALS

CI002X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Comp TIA IT Fundamentals + (ITF+)
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

CISCO NETWORK ENGINEERING TECHNOLOGY I HONORS

CI105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore the devices, concepts, and tools that allow the internet to flow to various devices. Build simple local area networks. Configure routers, switches, and implement IP addressing schemes. Gain the knowledge, skills, and industry credential for careers in the Cisco Network Engineering pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
 - **Aligned Industry Credential:** None
 - **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)
- CISCO NETWORK ENGINEERING TECHNOLOGY II HONORS** **CI115X0 1 CREDIT**
- Prerequisite: CI10 Cisco Network Engineering Technology I*
- Recommended Maximum Enrollment: 25
- Configure and troubleshoot routers and switches in a network. Use monitoring tools and network management protocols to troubleshoot data networks. Implement access control lists to filter traffic. Gain the knowledge, skills, and industry credential for careers in the Cisco Network Engineering pathway.
- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
 - **Aligned Industry Credential:** Cisco Certified Technician (CCT) Routing and Switching
 - **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)
 -

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Emergency & Fire Management Services

| National Pathway: Emergency & Fire Management Services Emergency Management Career Pathway (EMMG) | | | |
|--|--|-----------------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | IP11 Public Safety I IP22 Public Safety II IP32 Firefighter Technology II IP42 Law and Justice II | IP51 Emergency Management I | IP52 Emergency Management II WS12 CTE Advanced Studies LAW <i>or</i> WA12 CTE Apprenticeship LAW <i>or</i> WI12 CTE Internship LAW <i>or</i> WO12 CTE Cooperative Education LAW <i>or</i> WP12 CTE Pre-apprenticeship LAW |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | HU40 Health Science I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

PUBLIC SAFETY I **IP112X0 1 CREDIT**

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** National Incident Management System, Law and Public Safety Introductory Competency
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MANAGEMENT I **IP512X0 1 CREDIT**

Prerequisite: IP11 Public Safety I or IP22 EMT II or IP32 Firefighter II or IP42 Law & Justice II

Recommended Maximum Enrollment: 25

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NC Emergency Management I Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MANAGEMENT II HONORS **IP525X0 1 CREDIT**

Prerequisite: IP51 Emergency Management I

Recommended Maximum Enrollment: 25

Develop knowledge and skills used in an Emergency Management Operation Center. Develop rapid needs assessments, including weather-related data used in hazard mitigation of Emergency Management operations. Perform advanced communication skills required to lead other professionals in public safety during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

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

- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** SkillsUSA

HEALTH SCIENCE I

HU402X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I HONORS

HU405X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

| National Pathway: Emergency & Fire Management Services Emergency Medical Technology Career Pathway (EMMT) | | | |
|---|--|--------------------------------------|--|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| IP11 Public Safety I | IP21 Emergency Medical Technology I | IP22 Emergency Medical Technology II | WS12 CTE Advanced Studies LAW <i>or</i> WA12 CTE Apprenticeship LAW <i>or</i> WI12 CTE Internship LAW <i>or</i> WO12 CTE Cooperative Education LAW <i>or</i> WP12 CTE Pre-apprenticeship LAW |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | IP51 Emergency Management I HU40 Health Science I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals SkillsUSA | | | |

PUBLIC SAFETY I

IP112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** National Incident Management System, Law and Public Safety Introductory Competency
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MEDICAL TECHNOLOGY I HONORS

IP215X0 1 CREDIT

Prerequisite: English II

Recommended Maximum Enrollment: 20

*Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 20 students per teacher.

Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems and the roles and responsibilities of the emergency medical responder in the pre-hospital setting. Establish an introductory understanding of anatomy and physiology related to medical and traumatic emergencies. Gain the knowledge, skills, and industry credentials for careers in the Emergency Medical Technology pathway. Per the NCEOMS candidate handbook and education program requirements, students must be 17 years of age on or before the official end date of the course. This course is an inherently honors course."

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Emergency Medical Responder (EMR), Basic Life Support, National Incident Management System (NIMS); Stop the Bleed
- **Aligned CTE Student Organization:** SkillsUSA

EMERGENCY MEDICAL TECHNOLOGY II HONORS

IP225X0 1 CREDIT

Prerequisite: IP21 Emergency Management I and English III

Recommended Maximum Enrollment: 16

Note: Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 16 students per teacher.

Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems, relevant skills, roles, and responsibilities of the emergency medical technician in the prehospital setting. Understand anatomy and physiology related to medical and traumatic emergencies. Gain the knowledge, skills, and industry credentials for careers in the Emergency Medical Technology pathway. Per the NCOEMS candidate handbook and education program requirements, students must be 17 years of age on or before the official end date of the course.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: No Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: No
- **Aligned Industry Credential:** Emergency Medical Technician Basic
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MANAGEMENT I

IP512X0 1 CREDIT

Prerequisite: IP11 Public Safety I or IP22 EMT II or IP32 Firefighter II or IP42 Law & Justice II

Recommended Maximum Enrollment: 25

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NC Emergency Management I Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

HEALTH SCIENCE I

HU402X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

Recommended Maximum Enrollment: 30

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

HEALTH SCIENCE I HONORS

HU405X0 1 CREDIT

Prerequisite: Biology is recommended as preparation for this course.

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** First Aid
- **Aligned CTE Student Organization:** HOSA-Future Health Professionals

| National Pathway: Emergency & Fire Management Services Firefighter Technology Career Pathway (FIFI) | | | |
|--|--|--------------------------------|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| IP11 Public Safety I | IP31 Firefighter Technology I | IP32 Firefighter Technology II | IP33 Firefighter Technology III <i>or</i> IP51 Emergency Management I <i>or</i> WS12 CTE Advanced Studies LAW <i>or</i> WA12 CTE Apprenticeship LAW <i>or</i> WI12 CTE Internship LAW <i>or</i> WO12 CTE Cooperative Education LAW <i>or</i> WP12 CTE Pre-apprenticeship LAW |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Fire Protection Technology: Basic Certificate | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

PUBLIC SAFETY I

IP112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** National Incident Management System, Law and Public Safety Introductory Competency
- **Aligned Career Technical Student Organization:** SkillsUSA

FIREFIGHTER TECHNOLOGY I

IP312X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

Gather basic knowledge and skills required in firefighting. Develop skills in communications, use of personal protective equipment, forcible entry, fire extinguishers, and building construction. Perform basic firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NCOSFM Credential - Firefighter Technology I
- **Aligned Career Technical Student Organization:** SkillsUSA

FIREFIGHTER TECHNOLOGY II

IP322X0 1 CREDIT

Prerequisite: IP31 Firefighter Technology I

Recommended Maximum Enrollment: 20

Enhance knowledge and skills required in firefighting. Develop skills in ladders, ventilation, ropes and knots, water supplies, hoses, appliances for search and rescue, and emergency medical care operations. Perform intermediate firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NCOSFM Credential - Firefighter Technology II
- **Aligned Career Technical Student Organization:** SkillsUSA

FIREFIGHTER TECHNOLOGY III HONORS

IP335X0 1 CREDIT

Prerequisite: IP32 Fire Fighter Technology II

Recommended Maximum Enrollment: 20

Maximize knowledge and skills required in firefighting. Develop tasks related to skills used in rescue, fire protection, fire and life safety, mayday, HAZMAT, and traffic incident management. Perform advanced firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NCOSFM Credential - Firefighter Technology III
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MANAGEMENT I

IP512X0 1 CREDIT

Prerequisite: IP11 Public Safety I or IP22 EMT II or IP32 Firefighter II or IP42 Law & Justice II

Recommended Maximum Enrollment: 25

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** NC Emergency Management I Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

| National Pathway: Emergency & Fire Management Services Public Safety Career Pathway (PUSA) | | | |
|---|--|-----------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | IP11 Public Safety I | IP12 Public Safety II | WS12 CTE Advanced Studies LAW <i>or</i> WA12 CTE Apprenticeship LAW <i>or</i> WI12 CTE Internship LAW <i>or</i> WP12 CTE Pre-apprenticeship LAW |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

PUBLIC SAFETY I

IP112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** National Incident Management System, Law and Public Safety Introductory Competency
- **Aligned Career Technical Student Organization:** SkillsUSA

PUBLIC SAFETY II HONORS

IP125X0 1 CREDIT

Prerequisite: IP11 Public Safety I

Recommended Maximum Enrollment: 25

Develop a deeper understanding of careers and skills in the public safety pathway. Perform skills associated with being part of a community emergency response team. Prepare for a career in 9-1-1 telecommunications through demonstrated activities. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: No Service Learning: Yes
- **Aligned Industry Credential:** Community Emergency Response Team (CERT); National Basic 9-1-1 Dispatch Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

Corrections Services, Law Enforcement Services, Legal Services, Security and Protection Services

| Law & Justice Career Pathway (LAWJ) | | | |
|--|--|-----------------------|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| IP11 Public Safety I | IP41 Law & Justice I | IP42 Law & Justice II | IP51 Emergency Management I <i>or</i> WS12 CTE Advanced Studies LAW <i>or</i> WA12 CTE Apprenticeship LAW <i>or</i> WI12 CTE Internship LAW <i>or</i> WO12 CTE Cooperative Education LAW <i>or</i> WP12 CTE Pre-apprenticeship LAW |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Criminal Justice Technology: Introduction | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

PUBLIC SAFETY I IP112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** National Incident Management System, Law and Public Safety Introductory Competency
- **Aligned Career Technical Student Organization:** SkillsUSA

LAW AND JUSTICE I IP412X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop an understanding of the history of law enforcement, including the criminal justice system. Understand the responsibilities of policing, and the classification of crimes. Practice basic skills such as communication with diverse groups, conflict resolution, operation of equipment, and courtroom testimony. Gain the knowledge, skills, and industry credentials for careers in law and justice.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** SkillsUSA

LAW AND JUSTICE II HONORS IP425X0 1 CREDIT

Prerequisite: IP41 Law and Justice I

Recommended Maximum Enrollment: 25

Gather knowledge and skills required in private security protection. Practice communication skills required of protection officers. Perform tasks including crime prevention, risk and threat management, and physical security. Gain the knowledge, skills, and industry credentials for careers in law and justice.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Certified Protection Officer
- **Aligned Career Technical Student Organization:** SkillsUSA

EMERGENCY MANAGEMENT I IP512X0 1 CREDIT

Prerequisite: IP11 Public Safety I or IP22 EMT II or IP32 Firefighter II or IP42 Law & Justice II

Recommended Maximum Enrollment: 25

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** No **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** NC Emergency Management I Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

MANUFACTURING

Manufacturing Production Process Development

| National Pathway: Manufacturing Production Process Development Advanced Manufacturing Career Pathway (ADMA) | | | |
|--|--|---|---|
| Recommended Pathway Entry | Prerequisite | Concentrator | Career Pathway Major |
| IC61 Drafting I Honors | IM11 Advanced Manufacturing I | IM12 Advanced Manufacturing II | WS13 CTE Advanced Studies MANU <i>or</i> WA13 CTE Apprenticeship MANU <i>or</i> WI13 CTE Internship MANU <i>or</i> WO13 Cooperative Education MANU or WP12 CTE Pre- apprenticeship MANU |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Mechanical Engineering Technology | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

DRAFTING I HONORS

IC615X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** No **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** Autodesk Certified User AutoCAD
- **Aligned CTE Student Organization:** SkillsUSA

ADVANCED MANUFACTURING I HONORS

IM115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 15

Prepare for an entry-level production worker in the manufacturing environment. Develop basic manufacturing skills in safety and maintenance. Engage in group activities utilized in manufacturing, including the use of personal protective equipment. Gain the knowledge, skills, and industry credentials for careers in advanced manufacturing.

- **Work Based Learning Opportunities:** **Apprenticeship:** No **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-Apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** MSSC: Certified Production Technician- Safety MSSC: Certified Production Technician- Quality OSHA 10-Hour General Industry (Agriculture) Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

ADVANCED MANUFACTURING II HONORS

IM125X0 1 CREDIT

Prerequisite: IM11 Advanced Manufacturing I

Recommended Maximum Enrollment: 15

Develop procedures that can be used in manufacturing to produce products in a safe and productive environment. Develop basic skills in statistical process controls use in the manufacturing environment. Engage in teams to better understand the manufacturing process. Gain the knowledge, skills, and industry credentials in advanced manufacturing.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** Yes **Cooperative Education:** Yes **Internship:** Yes **Job Shadowing:** Yes **Mentorships:** Yes **Pre-apprenticeship:** Yes **School Based Enterprises:** Yes **Service Learning:** Yes
- **Aligned Industry Credential:** MSSC: Certified Production Technician- Safety MSSC: Certified Production Technician- Quality OSHA 10-Hour General Industry (Agriculture) Certification
- **Aligned Career Technical Student Organization:** SkillsUSA

MARKETING

Marketing Management

| Marketing Management Career Pathway (MMGT) | | | |
|---|--|-------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| BF10 Business Essentials | MM51 Marketing I | MM52 Marketing II | WS14 CTE Advanced Studies MRKT <i>or</i> WA14 CTE Apprenticeship MRKT <i>or</i> WI14 CTE Internship MRKT Cooperative Education |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | CD10 Adobe Visual Design I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway | | |
| Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA) | | | |

BUSINESS ESSENTIALS

BF102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: No Entrepreneurial: No Internship: No Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MARKETING I

MM512X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

MARKETING II

MM522X0 1 CREDIT

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising

Recommended Maximum Enrollment: 25

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing- information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Customer Service and Sales Certification

ADOBE VISUAL DESIGN I

CD102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

ADOBE VISUAL DESIGN I HONORS

CD105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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. English language arts are reinforced.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: No Internship: No Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** Adobe Photoshop, Illustrator
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

STEM

Engineering and Technology

| National Pathway: Engineering and Technology Drafting Engineering Career Pathway (DREN) | | | |
|--|---|------------------------------|---|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| | IC61 Drafting I Honors | IV22 Drafting II Engineering | IV23 Drafting III – Engineering <i>or</i> WS15 CTE Advanced Studies STEM <i>or</i> WA15 CTE Apprenticeship STEM <i>or</i> WI15 CTE Internship STEM <i>or</i> WO15 CTE Cooperative Education STEM <i>or</i> WP15 CTE Pre-apprenticeship STEM |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | GS11 Project Management I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Civil Engineering Technology WTCC Mechanical Engineering Technology | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

DRAFTING I HONORS

IC615X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User AutoCAD
- **Aligned CTE Student Organization:** SkillsUSA

DRAFTING II – ENGINEERING HONORS

IV225X0 1 CREDIT

Prerequisite: IC61 Drafting I

Recommended Maximum Enrollment: 25

Investigate design concepts, principles, trade terminology, and career options found in the engineering industry. Practice techniques to create 3D-solid modeled parts and working drawings using CAD (computer aided drafting/design). Practice conventional dimensioning and tolerancing techniques used in engineering design and production. Gain the knowledge, skills, and industry credentials for careers in science, technology, engineering, and mathematics.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User Inventor or Certified SolidWorks Associate (CSWA)
- **Aligned Career Technical Student Organization:** SkillsUSA

DRAFTING III - ENGINEERING HONORS

IV235X0 1 CREDIT

Prerequisite: IV22 Drafting II- Engineering

Recommended Maximum Enrollment: 25

Investigate education and professional requirements for engineering and manufacturing employment. Practice advanced techniques to create parametric 3D-solid modeled parts, assemblies, and working drawings using CAD (computer aided drafting/design). Engage in procedures of geometric dimensioning and tolerancing techniques used in engineering design and production. Gain the knowledge and skills for careers in science, technology, engineering, and mathematics.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** SkillsUSA

| National Pathway: Engineering and Technology Technology Engineering & Design Career Pathway (TEND) | | | |
|---|---|--|--|
| Recommended | Prerequisite | Concentrator | Career Pathway Major |
| IC61 Drafting I Honors | CT10 Technology Engineering & Design | CT11-Technological Design or CT12 Engineering Design | WS15 CTE Advanced Studies STEM <i>or</i> WA15 CTE Apprenticeship STEM <i>or</i> WI15 CTE Internship STEM <i>or</i> WO15 CTE Cooperative Education STEM <i>or</i> WP15 CTE Pre-apprenticeship STEM |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | GS11 Project Management I MM51 Marketing I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Electronics Engineering Technology | | |
| Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA) | | | |

DRAFTING I HONORS

IC615X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: No Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Autodesk Certified User AutoCAD
- **Aligned CTE Student Organization:** SkillsUSA

TECHNOLOGY ENGINEERING AND DESIGN

CT102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGY ENGINEERING AND DESIGN HONORS

CT105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGICAL DESIGN

CT112X0 1 CREDIT

Prerequisite: CT10 Technology Engineering and Design

Recommended Maximum Enrollment: 25

Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community. Gain the knowledge and skills for careers in the Technology Engineering and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TECHNOLOGICAL DESIGN HONORS

CT115X0 1 CREDIT

Prerequisite: CT10 Technology Engineering and Design

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

ENGINEERING DESIGN

CT122X0 1 CREDIT

Prerequisite: CT10 Technology Engineering and Design

Recommended Maximum Enrollment: 25

Explore the elements of design as a team to analyze factors that lead to design improvements. Establish constraints from outside factors within designs. Engineering a solution for a problem within one of the grand challenges of engineering. Gain the knowledge and skills for careers in the Technology, Engineering, and Design pathway.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

ENGINEERING DESIGN HONORS

CT125X0 1 CREDIT

Prerequisite: CT10 Technology Engineering and Design

Recommended Maximum Enrollment: 25

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-Apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Technology Student Association (TSA)

TRANSPORTATION, DISTRIBUTION & LOGISTICS**Facility and Mobile Equipment Maintenance**

| National Pathway: Facility and Mobile Equipment Maintenance Automotive Services Career Pathway (AUTO) | | | |
|--|---|----------------------------|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major |
| IT11 Automotive Service Fundamentals | IT16 Automotive Service I | IT17 Automotive Service II | IT18 Automotive Service III <i>or</i> WS16 CTE Advanced Studies TRAN <i>or</i> WA16 CTE Apprenticeship TRAN <i>or</i> WI16 CTE Internship TRAN <i>or</i> WP16 CTE Pre-apprenticeship TRAN |
| Supplemental Career Employability Skills Courses | CC10 Microsoft Word and PowerPoint ED45 Career Management OI00 IB Personal and Professional Skills | | |
| Supplemental Technical Courses | GS11 Project Management I | | |
| Career & College Promise | Approved Career & College Promise Career Technical Education Pathway WTCC Automotive Systems Technology: Automotive Introduction | | |
| Intracurricular Career and Technical Student Organizations: SkillsUSA | | | |

AUTOMOTIVE SERVICES FUNDAMENTALS

IT112X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 20

***For safety reasons, the recommended enrollment should not exceed 20 students.**

Prepare for an entry-level position in the Automotive Service industry. Develop basic skills in shop safety, shop equipment, and hand tool usage. Engage in identifying vehicle systems, system components, and various vehicle fluids. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE Accredited.

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

- **Aligned Industry Credential:** S/P2- Mechanical Safety, SP2- Mechanical-Pollution Prevention
- **Aligned Career Technical Student Organization:** SkillsUSA

AUTOMOTIVE SERVICE I

IT162X0 1 CREDIT

Prerequisite: IT11 Automotive Service Fundamentals

Recommended Maximum Enrollment: 20

***For safety reasons, the recommended enrollment should not exceed 20 students.**

Develop skills and knowledge needed to service modern vehicles. Perform basic brake inspection and service. Explore Ohm's law in the basic electrical service applied to vehicles. Gain the knowledge, skills, and industry credentials for careers in the Automotive Service pathway. All secondary automotive programs are required to be ASE accredited.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Pre-apprenticeships: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned Career Technical Student Organization:** Skills USA

AUTOMOTIVE SERVICE II HONORS

IT175X0 1 CREDIT

Prerequisite: IT16 Automotive Service I

Recommended Maximum Enrollment: 20

***For safety reasons, the recommended enrollment should not exceed 20 students.**

Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being services. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ASE Student Certification-Maintenance and Light Repair; ASE Entry Level Certification - Brakes
- **Aligned Career Technical Student Organization:** Skills USA

AUTOMOTIVE SERVICE III HONORS

IT185X0 1 CREDIT

Prerequisite: IT17 Automotive Service II

Recommended Maximum Enrollment: 20

***For safety reasons, the recommended enrollment should not exceed 20 students.**

Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes Pre-apprenticeship: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** ASE Auto Maintenance and Light Repair Certification (Test G1) : ASE Entry-Level Certification - Electrical/Electronic Systems
- **Aligned Career Technical Student Organization:** Skills USA

SUPPLEMENTAL COURSES

MICROSOFT WORD & POWERPOINT

CC102X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

Craft, enhance, customize, and create various documents using Microsoft Word. Design, customize, and present presentations using Microsoft PowerPoint. Utilize the various features of both programs to produce relevant 21st Century documents. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist PowerPoint Microsoft Office Specialist Word
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MICROSOFT WORD & POWERPOINT HONORS

CC105X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 30

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist PowerPoint Microsoft Office Specialist Word
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

MICROSOFT EXCEL HONORS

CC115X0 1 CREDIT

Prerequisite: None

Recommended Maximum Enrollment: 25

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert
- **Aligned CTE Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

PROJECT MANAGEMENT I

GS112X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

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.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

PROJECT MANAGEMENT I HONORS

GS115X0 1 CREDIT

Prerequisite: None

Recommended for students in grades 10-12

Recommended Maximum Enrollment: 30

This Honors course extends learning of Project Management I by providing opportunities for students to develop and demonstrate critical thinking, problem solving, and application skills by selecting, investigating, and presenting on real-world problems associated with managing projects. Students will communicate and collaborate with peers and provide feedback throughout the project.

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None

CAREER MANAGEMENT

ED452X0 1 CREDIT

Prerequisite: None

Focus on leadership, career development and management, essential employability skills, and career exploration through hands-on experiences. Develop an understanding of personal learning styles, speaking skills development, and team management skills. Build understanding of the National Career Development Guidelines, including communications skills, personal management, and teamwork.

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: Yes Cooperative Education: No Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** Express Employment Professionals Career Preparedness Certification
- **Affiliated Career Technical Student Organization:** An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA); North Carolina FFA Association; National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA); HOSA - Future Health Professionals; SkillsUSA; and Technology Student Association (TSA)

CTE ADVANCED STUDIES HONORS

REQUEST SPECIFIC CAREER PATHWAY CODE

Prerequisite: Two technical credits in one Career Cluster

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

- **Work Based Learning Opportunities:** Apprenticeship: Yes Business and Industry Field Trips: No Cooperative Education: Yes Entrepreneurial: Yes Internship: Yes Job Shadowing: Yes Mentorships: Yes School Based Enterprises: Yes Service Learning: Yes
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

CTE INTERNSHIP

REQUEST SPECIFIC CAREER PATHWAY CODE

CTE INTERNSHIP HONORS

REQUEST SPECIFIC CAREER PATHWAY CODE

Prerequisite: None

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

- **Work Based Learning Opportunities:** Apprenticeship: No Business and Industry Field Trips: No Cooperative Education: No Entrepreneurial: No Internship: Yes Job Shadowing: No Mentorships: No School Based Enterprises: No Service Learning: No
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

CTE APPRENTICESHIP**REQUEST SPECIFIC CAREER PATHWAY CODE***Prerequisite: Two technical credits in one Career Cluster*

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

- **Work Based Learning Opportunities:** **Apprenticeship:** Yes **Business and Industry Field Trips:** **Cooperative Education:** No **Entrepreneurial:** No **Internship:** No **Job Shadowing:** No **Mentorships:** No **School Based Enterprises:** No **Service Learning:** No
- **Aligned Industry Credential:** None
- **Aligned CTE Student Organization:** An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), North Carolina FFA Association and National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Assoc. (TSA)

CAREER ACADEMY INTERNSHIP (Career Academy Students Only)**REQUEST SPECIFIC CAREER PATHWAY CODE****CAREER ACADEMY INTERNSHIP HONORS (Career Academy Students Only)****REQUEST SPECIFIC CAREER PATHWAY CODE**

English Language Arts Courses

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

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I

10212X0 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.

ENGLISH I HONORS

10215X0 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.

ENGLISH II

10222X0 1 CREDIT

Prerequisite: English I

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

ENGLISH II HONORS

10225X0 1 CREDIT

Prerequisite: English I

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

ENGLISH III

10232X0 1 CREDIT

Prerequisite: English II

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

ENGLISH III HONORS

10235X0 1 CREDIT

Prerequisite: English II

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

AP ENGLISH LANGUAGE AND COMPOSITION

1A007X0 1 CREDIT

Prerequisite: English II, honors-level recommended

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the 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.

ENGLISH IV

10242X0 1 CREDIT

Prerequisite: English III

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

ENGLISH IV HONORS

10245X0 1 CREDIT

Prerequisite: English III

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

AP ENGLISH LITERATURE AND COMPOSITION

1A017X0 1 CREDIT

Prerequisite: English III, honors-level recommended

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English III. As preparation to take the 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.

ENGLISH ELECTIVE COURSES

ADVANCED FORENSICS HONORS

10185X0A 1 CREDIT

Recommended prerequisite(s): Speech I and II

This third level of speech and debate invites students to specialize in one or more events sponsored by the National Forensics League even as they deepen their exposure, knowledge, and experience in all of the main events. Thus, the course work maintains a tight balance between independently driven projects and whole class activities, with the highest expectations for careful preparation, deep and purposeful research, and polished performance. Students will be encouraged to participate in competitive events through the National Forensics League.

ADVANCED RESEARCH AND FORENSICS HONORS

10185X0B 1 CREDIT

Recommended prerequisite: Advanced Forensics Honors

This fourth level of speech and debate offers a depth of expertise in the historical and philosophical foundations of the subject, as students study moral philosophy to foster their mastery of debate and aesthetic performance theories to further their success in speech and theater. In addition to participating in class in all speech and debate events sponsored by the National Forensics League, students enrolled in this course will develop independent research projects to share with beginning and intermediate students, solidifying their roles as leaders in the field. Students will be encouraged to participate in competitive events through the National Forensics League.

AFRICAN AMERICAN LITERATURE

10252X0A 1 CREDIT

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

AFRICAN AMERICAN LITERATURE HONORS

10255X0J 1 CREDIT

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

ARGUMENT THEORY AND PRACTICE HONORS

10185X0D 1 CREDIT

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

CREATIVE WRITING I

10252X0D 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.

CREATIVE WRITING I HONORS

10255X0D 1 CREDIT

In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and essays. Students will use a writer's workshop course structure of self- and peer- evaluation and multiple revisions to produce publishable works of literature. Students will be expected to develop an extended project of work over time, responding to feedback and revising for a specific audience, such as a school literary magazine.

CREATIVE WRITING II

10252X0H 1 CREDIT

Recommended prerequisite(s): Creative Writing I

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.

CREATIVE WRITING II HONORS

10255X0K 1 CREDIT

Recommended prerequisite(s): Creative Writing I

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

CULTURAL MEDIA LITERACY

10252X0E 1 CREDIT

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media.

CULTURAL MEDIA LITERACY HONORS

10255X0E 1 CREDIT

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, new media, the Internet, and literature. In addition to analyzing the role of media in shaping culture through a historical perspective, students can expect to design and develop their own research on modern media and its global effect on culture.

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|---|--------------------------|
| THE HUMAN EXPERIENCE HONORS | 10255X0B 1 CREDIT |
| This literature-based course is intended for those students interested in exploring different aspects of the human experience. Divided into five units, the course explores how, through literature, we approach and define our understanding of what it means to be human. By exploring how literature and other forms of writing approach art, history, philosophy, and religion, students will gain a better understanding of the human experience. | |
| INTEGRATED READING | 10252X0F 1 CREDIT |
| <i>Co-requisite: English I</i> | |
| This course is to be taught as an integrated year-long course with English I and is designed for students who benefit from instruction in phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Students receive targeted instruction in reading at the same time they are taking English I in order to support their literacy growth in the context of opportunities to develop reading, writing, speaking, and viewing skills. | |
| INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA | 10312X0B 1 CREDIT |
| This introductory course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues. | |
| LEADERSHIP IN MEDIA I HONORS | 10255X0C 1 CREDIT |
| <i>Recommended prerequisite(s): Newspaper I/II (H); or Yearbook I/II (H); or Creative Writing I/II (H)</i> | |
| 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. | |
| LEADERSHIP IN MEDIA II HONORS | 10255X0M 1 CREDIT |
| <i>Recommended prerequisite(s): Leadership in Media I HONORS</i> | |
| 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. | |
| NEWSPAPER I | 10312X0G 1 CREDIT |
| <i>Recommended prerequisite(s): Application and teacher recommendation</i> | |
| This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management. | |
| NEWSPAPER II | 10322X0B 1 CREDIT |
| <i>Recommended prerequisite(s): Newspaper I, application, and teacher recommendation</i> | |
| This second-level newspaper course is designed to help students refine their skills in interviewing and reporting. Students design and publish regular editions of the school newspaper. They also deepen their understanding of the business management aspect of the newspaper. | |
| NEWSPAPER II HONORS | 10325X0A 1 CREDIT |
| <i>Recommended prerequisite(s): Newspaper I, application, and teacher recommendation</i> | |
| This honors course allows junior- and senior-level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit are required to fill an editor's position or take a leadership role on the publication staff. They participate in the construction and publication of the school newspaper and master additional editorial and technological skills. Editorial skills include planning an entire issue, copy editing, and completing portfolios of their work. The technological skills include mastering advanced layout and design of desktop publishing and mastering digital imagery and photo placement. Students may receive honors credit in Newspaper II Honors one time only. | |
| NEWSPAPER III | 10332X0 1 CREDIT |
| <i>Recommended prerequisite(s): Newspaper I and II and teacher recommendation</i> | |
| Students who have completed Newspaper I and II and who desire to refine skills in writing, editing, imaging, finance, and printing may elect this course. In addition to the development of higher-level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism. | |
| NEWSPAPER III HONORS | 10335X0 1 CREDIT |
| <i>Recommended prerequisite(s): Newspaper I, Newspaper II HONORS, and teacher recommendation</i> | |
| This honors course provides advanced journalism students the opportunity to expand their portfolios (begun in Newspaper II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the publication staff. In addition, they refine writing, editing, imaging, finance, and printing skills. Students may receive honors credit in Newspaper III Honors one time only. | |
| SHAKESPEARE | 10252X0L 1 CREDIT |
| In this course students enlarge and expand their knowledge of Shakespeare's plays by studying selected histories, comedies, and tragedies. Students also learn about the classical origins of Shakespeare's work, his influence on Western literature and culture, and relevant contemporary criticism of his dramas. | |
| SHAKESPEARE HONORS | 10255X0L 1 CREDIT |
| <i>Recommended prerequisite(s): English I and II</i> | |
| This honors course provides students the opportunity to expand their knowledge of Shakespeare's plays through in-depth study and analysis of selected Shakespearean histories, comedies, and tragedies. Students also research the classical origins of Shakespearean works, Shakespeare's influences on Western literature and culture, and relevant contemporary criticism of his dramas. | |
| SPEECH I | 10142X0 1 CREDIT |
| This course, designed for the beginning and experienced public speaker alike, helps all students excel as it cultivates a positive and supportive classroom environment in which students become comfortable in front of an audience of their peers, giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate. | |

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| SPEECH I HONORS | 10145X0 | 1 CREDIT |
| This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League. | | |
| SPEECH II | 10152X0 | 1 CREDIT |
| <i>Recommended prerequisite(s): Speech I</i> | | |
| This course hones public speaking skills so that students may more rewardingly engage in competitive speaking and debate. Class activities are modeled on local, state, and national events expected by the National Forensics League. Included are dramatic and humorous interpretations of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. Students who belong to a Speech and Debate Team will greatly benefit from this course, but all students who want to take their skills to the next level would derive much benefit and pleasure. | | |
| SPEECH II HONORS | 10155X0 | 1 CREDIT |
| <i>Recommended prerequisite(s): Speech I Honors</i> | | |
| The Honors section of this course requires students to meet the rigorous and rewarding standards promoted by the National Forensics League. Students will explore all of the main events sponsored by the league: dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln- Douglas debate, extemporaneous speaking, and original oratory. In the process of honing their skills, students will be expected to delve more deeply into the art of argumentation and the resources available through advanced research. | | |
| STRUCTURED WRITING | 10252X0J | 1 CREDIT |
| <i>Recommended for grade 10</i> | | |
| This course is designed for students who need additional instruction in the writing process. Students work with focusing on the main idea, organization, support and elaboration, style, and grammar/conventions. Students who need specific writing instruction and conferencing, as well as students who experience difficulty in writing during English I or II, should take this course. | | |
| TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE | 10252X0M | 1 CREDIT |
| This survey course on the development and changing visions of Young Adult Literature examines themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of work, do research, and develop projects. | | |
| TWENTIETH CENTURY CLASSICS HONORS | 10255X0R | 1 CREDIT |
| This literature-based course is intended for those students interested in exploring classics of modern literature. The course examines how literature connects to a variety of experiences such as coming of age, the search for purpose, the struggle of the outsider, the quest for dignity, and the place of humor. Within the course, students deepen their understanding of how to read, analyze, discuss, and write about sophisticated and difficult texts. | | |
| YEARBOOK I | 10312X0A | 1 CREDIT |
| <i>Recommended prerequisite(s): Application and teacher recommendation</i> | | |
| 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. | | |
| YEARBOOK II | 10322X0H | 1 CREDIT |
| <i>Recommended prerequisite(s): Yearbook I, application, and teacher recommendation</i> | | |
| The second-level yearbook course is designed to help students refine their skills in copywriting, proofing, photography, and layout planning. Students deepen their understanding of advertising. | | |
| YEARBOOK II HONORS | 10325X0D | 1 CREDIT |
| <i>Recommended prerequisite(s): Yearbook I and teacher recommendation</i> | | |
| This honors course is for junior- and senior-level publication staff members. Students are required to fill an editor's position or take a leadership role on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, and complete a portfolio of work. They master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students may receive honors credit in Yearbook II Honors one time only. | | |
| YEARBOOK III | 10332X0A | 1 CREDIT |
| <i>Recommended prerequisite(s): Yearbook I, Yearbook II, and teacher recommendation</i> | | |
| 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 the development of higher-level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism. | | |
| YEARBOOK III HONORS | 10335X0A | 1 CREDIT |
| <i>Recommended prerequisite(s): Yearbook I, Yearbook II HONORS, and teacher recommendation</i> | | |
| 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. | | |

English as a Second Language Courses

Students whose home language is not English and who are identified as Multilingual Learners may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

ESL courses may be offered as two semester courses with one credit awarded for each semester. Students can take both semesters of a level, but it is not a requirement. Students can repeat the same course level for original credit. Please refer to the WCPSS Language Assistance Program for English Learners Overview for additional information regarding language level support for English Learners. The ESL teacher is the best resource for making decisions regarding course changes.

ESL APPLIED

10382X0C

1 CREDIT

This course is recommended for Multilingual Learners who are Newcomers (first year in U.S. schools) and at the Comprehensive level of support (Entering Level 1) on the reading and writing subtests of the WIDA Screener. These Multilingual Learners have had very limited or no exposure to the English language and limited or interrupted formal education. Students at this level may 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 I

10382X02 (Part I)

1 CREDIT

10382X03 (Part II)

1 CREDIT

This course is recommended for Multilingual 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)

1 CREDIT

This course is recommended for Multilingual 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)

1 CREDIT

This course is recommended for Multilingual 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)

1 CREDIT

This course is recommended for Multilingual 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 MLs

10382X08 (Part I)

1 CREDIT

10382X082 (Part II)

1 CREDIT

This course is recommended for Multilingual Learners at the Transitional level of support and 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.

Healthful Living Courses

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

REQUIRED COURSE

HEALTHFUL LIVING I

60492X0 1 CREDIT

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

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

HEALTHFUL LIVING I HONORS

60495X0 1 CREDIT

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

ADVENTURE EDUCATION

60292X0G 1 CREDIT

Recommended prerequisite(s): Healthful Living I

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

PHYSICAL FITNESS I

60602X0 1 CREDIT

Recommended prerequisite(s): Healthful Living I

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

WEIGHT TRAINING AND CONDITIONING I

60292X0A 1 CREDIT

Recommended prerequisite(s): Healthful Living I

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING II

60292X0B 1 CREDIT

Recommended prerequisite(s): Weight Training and Conditioning I

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

WEIGHT TRAINING AND CONDITIONING III

60292X0L 1 CREDIT

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

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

TEAM SPORTS I

60292X0J 1 CREDIT

Recommended prerequisite(s): Healthful Living I

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

TEAM SPORTS II

60292X0K 1 CREDIT

Recommended prerequisite(s): Team Sports I

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

LIFETIME SPORTS I**60292X0D 1 CREDIT***Recommended prerequisite(s): Healthful Living I*

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

Unified Sports Version - This course is designed to promote the Special Olympics Unified Sports model. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. Students will team together to participate in Lifetime Sports Activities and tournaments with the goal of attaining skills and cultivating relationships.

LIFETIME SPORTS II**60292X0E 1 CREDIT***Recommended prerequisite(s): Lifetime Sports I*

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

HEALTH & SCIENCE-BASED ELECTIVE COURSES**PERSONAL HEALTH & FITNESS****60092X0K 1 CREDIT***Recommended prerequisite(s): Healthful Living I*

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

COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE**60092X0G 1 CREDIT***Recommended prerequisite(s): Healthful Living I*

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

SPORTS MEDICINE I**600632X0 1 CREDIT***Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness*

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

SPORTS MEDICINE II**600642X0 1 CREDIT***Recommended prerequisite(s): Sports Medicine I*

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

SPORTS MEDICINE III HONORS**600655X0 1 CREDIT***Recommended prerequisite(s): Successful completion of Sports Medicine I and II*

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

SPORTS MEDICINE IV HONORS**600665X0 1 CREDIT***Recommended prerequisite(s): Successful completion of Sports Medicine I, II, and III*

Sports Medicine IV Honors provides global exploration of important health topics through a societal lens. This course can only be taught by a nationally certified athletic trainer. This is a two-part course. The first portion is a student driven research project of a predetermined instructor assigned health topic that is encountered in the field of athletic training. Small student learning groups will independently research their topic to an extensive level in order to create a product that is used to educate their peers. The product must include hands-on learning activities, delivery of content that utilizes technology, and a summative assessment tool. The second portion of the course requires the American Red Cross (ARC) certified instructor to lead students through the process of Emergency Response certification. This process is delineated by the requirements set forth by the American Red Cross to achieve such certification. This course expands on the state standards for Healthy Living and Biology and infuses clinical application of medical skills and health literacy.

LEADERSHIP-BASED ELECTIVE COURSES**PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)****60292X0T 1 CREDIT***Recommended prerequisite(s): Healthful Living I*

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

PEPI II

60292X0U 1 CREDIT

Recommended prerequisite(s): PEPI I

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

JROTC Courses

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

AIR FORCE JROTC COURSE DESCRIPTION (Broughton and Sanderson High Schools only)

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

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

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

AFJROTC I/HEALTHFUL LIVING I A

95012X0AA 1 CREDIT

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

AFJROTC I/HEALTHFUL LIVING I B

95012X0BB 1 CREDIT

Recommended prerequisite(s): AFJROTC/Healthful Living I A

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

JROTC II

95022X0BB 1 CREDIT

Prerequisite: JROTC I Course (A & B), Grade 10-12

Credit: 1.0 Per Semester – This course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC I. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. JROTC II provides self-assessments that help students determine their skill sets and opportunities to each using acceptable principles and methods of instruction. The performance standards in this course are based on the performance standards identified in the Curriculum Manager for the US Army JROTC.

AFJROTC III

95032X0A 1 CREDIT

Recommended prerequisite(s): AFJROTC I or II

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

AFJROTC III HONORS**95035X0A 1 CREDIT***Recommended prerequisite(s): AFJROTC II*

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

AFJROTC IV**95042X0A 1 CREDIT***Recommended prerequisite(s): AFJROTC III*

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

AFJROTC IV HONORS**95045X0A 1 CREDIT***Recommended prerequisite(s): AFJROTC III*

This is an honors level course in applied leadership using the AFJROTC organization as a leadership laboratory. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. This course is designed to give the fourth-year cadets assigned to senior-leadership positions a better understanding of leadership through management of the cadet corps. As senior cadet leaders, these students learn to analyze and determine the factors contributing to success and failure as they plan and execute corps projects and activities. A variety of leadership and management styles, personalities, and traits are studied. Cadets are required to read at least one book each quarter from the approved reading list and to present oral and written reports on their reading to the class. Weekly reading and writing assignments, along with classroom presentations, also are required based on selected readings from the AFJROTC IV course text. Cadet corps leaders in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team. Numerous major group projects are required to fulfill the product requirements of this course. Examples include the annual military ball and building the corps competitive drill team. (Specific projects are determined by the Senior Aerospace Science Instructors.) Physical fitness continues to be important in the cadet's development and is 20% of the curriculum.

ARMY (Wake Forest, Rolesville High School Millbrook High School, Enloe High School, Garner High School, and Knightdale High School)

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

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

AJROTC I/ HEALTHFUL LIVING I A**95012X0A 1 CREDIT**

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

AJROTC II/ HEALTHFUL LIVING I B**95022X0B 1 CREDIT**

Required prerequisite(s): AJROTC/Healthful Living I A

This course is a continuation in the study of Leadership and Education Training with the focus directed at achieving a healthy lifestyle, through skills and knowledge gained along the way. Leadership is a continued emphasis, specifically, understanding individual and group behavior, improving communication skills, and the introduction to leadership theories with reinforcing practical applications. The physical education components include the Cadet Challenge fitness test, personal fitness, team sports, aerobics, outdoor education skills and Ballroom Dancing. Cadets are required to participate in a Service-Learning project, physical education training and JROTC Leadership Challenge Summer Camp activities. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution. A North Carolina certified Health/PE instructor teaches the Healthful Living portion of the curriculum. To receive Healthful Living credit, a cadet must successfully complete both AJROTC/Healthful Living I A and AJROTC II/Healthful Living I B.

AJROTC III**95032X0A 1 CREDIT**

Recommended prerequisite(s): AJROTC II

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

AJROTC III HONORS**95035X0A 1 CREDIT**

Recommended prerequisite(s): AJROTC II

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC III level cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC III academic instruction, the AJROTC III Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings about leadership. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC II Honors one time only.

AJROTC IV**95042X0A 1 CREDIT**

Recommended prerequisite(s): AJROTC III

This is an advanced course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed for cadets to assume and perform the responsibilities of leadership and staff positions. In their positions as senior leaders, these cadets plan, organize, implement, and lead the activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Academic instruction is geared to prepare cadets for life after high school. They are instructed in college and career planning, making a difference through community service, and creating a portfolio. The cadets are instructed in democracy and freedom, local government, and Presidential power and are required to stay abreast of local issues. They are also required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

AJROTC IV HONORS**95045X0A 1 CREDIT**

Recommended prerequisite(s): AJROTC III

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC IV cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC IV academic instruction, the AJROTC IV Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on famous historical military leaders. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC IV Honors one time only.

LEADERSHIP, DRILL, AND CEREMONIES**95022X0D 1 CREDIT**

Recommended prerequisite(s): AJROTC I

This course consists of advanced instruction in leadership, drill and ceremonies with particular emphasis on cadet participation in their earned leadership roles. This course is offered in the spring semester only. In their leadership positions, these cadets plan, organize, implement, and lead the activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Instruction and practical application include the following topics: first aid, survival, and marksmanship. This is a physically active course, much of which is conducted outdoors.

LEADERSHIP, DRILL, AND CEREMONIES HONORS**95025X0 1 CREDIT**

Recommended prerequisite(s): Army Science/Healthful Living I, Leadership, Drill and Ceremonies or AJROTC I and at least two years of successful drill team experience

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student's leadership billets.

NAVY (Cary High School Only)

Navy Junior Reserve Officer Training Course (NJROTC) is designed as a four-year program. Participation is voluntary and cadets may choose to take a NJROTC course each semester or selectively as long as the prerequisite courses have been previously completed or permission of the NJROTC instructor is granted. One year of Healthful Living credit is awarded to students who complete Naval Science/Healthful Living I and Naval Science/Healthful Living V. This fulfills the Healthful Living requirement for high school graduation. NJROTC courses beyond level I are identified as advanced electives under the North Carolina Academic Scholars Program. NJROTC classes are challenging, active, and fun. The goal of the program is to prepare students to be good citizens and leaders. Classes meet one period daily and each course includes instruction on drill and physical fitness. The academic, drill, and physical fitness components of the curriculum are prepared by the U. S. Navy and textbooks are provided through the Chief of Naval Education and Training (CNET). The Navy provides textbooks and uniforms to each student free of charge. The uniforms must be worn once per week at a minimum and to other appropriate cadet functions as designated by the SNSI. All students/parents are required to complete an annual health screening questionnaire and to have an annual Wake County Sports Physical no later than September 1st each school year. All NJROTC courses have time during class devoted to drill and physical training. Trips to various military facilities provide a look at military personnel, equipment, training, and activities.

Naval Junior ROTC is a complete program and offers a variety of co-curricular competitive and non-competitive activities. The unit performs school, community, and unit service as well as performing in parades and in color guards at school and in the community. The unit also sponsors voluntary, competitive, co-curricular teams in Academics, Color Guard, Drill, Field Team, Marksmanship (sport and precision division), Orienteering, and Physical Fitness. Cadets have opportunities annually to attend various summer camps to build their professional knowledge and enhance their skills. The co-curricular activities are designed to build camaraderie and a sense of belonging among the cadets and provide them opportunities to build their social and leadership skills in a variety of enjoyable and challenging activities. Cadets earn merit ribbons, medals and promotions based on their in-class performance, co-curricular participation, and displayed followership and leadership. Superior participation in the co-curricular activities may result in earning a Cary High School Letter. Students who have participated in NJROTC one or more semesters, and who are committed to returning to another NJROTC course the following, semester may wear the uniform weekly (all day on uniform day and participation in other required events, inspections parades etc.) and remain eligible during the off semester for NJROTC extra-curricular activities.

No military service obligation is incurred as a result of NJROTC participation. There are, however, some significant benefits, which cadets can earn through participation and demonstrated success in NJROTC. These include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

NJROTC I/HEALTHFUL LIVING I A

95012X0A 1 CREDIT

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

NJROTC II /HEALTHFUL LIVING I B

95022X0B 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living I A

The Naval Science/Healthful Living II curriculum includes Leadership in NJROTC, Naval Orientation; Planning; Citizenship in a Democracy and Under Other Forms of Government; Naval History: 1860 through 1945; Naval Ships and Shipboard Evaluations; Naval Weapons: Gunnery, Guided Missiles and Mines; Navigation Fundamentals and Rules of the Road; Small Boat Seamanship; and Survival Training and Orienteering. Physical education components include fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and stress management. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I A and Naval Science/Healthful Living I B.

NJROTC III

95032X0A 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living II

This curriculum includes advanced instruction in Leadership, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1945 to the Gulf War, Meteorology and Weather, Naval Intelligence and National Security, Maneuver Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

NJROTC III HONORS

95035X0A 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living II

The Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Shipboard Organization and Watch Standing, Seamanship (to include deck, equipment and small boat), Maine Navigation, Rules for the Road and Maneuvering Board, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. These studies focus on biographies of military, political, business, and industrial leaders and challenge students to analyze their endeavors. Case studies of battles and business are also included. Students are required to complete numerous independent readings and at least two books and two papers are required during the. This course is presented in an open discussion format. Students may receive honors credit in Naval Science III Honors one time only.

NJROTC IV

95042X0A 1 CREDIT

Recommended prerequisite(s): Naval Science III

Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The intent is to assist fourth year cadets in understanding leadership and applying it within the context of the unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success, throughout the year. A variety of historical leadership situations, institutions, and personalities are studied, and cadets are required to write papers and make presentations about their research and findings. Preparation for the practical leadership course requires several sessions of orientation to ensure development of unit goals, procedures, and requirements. Weekly reading assignments from selected leadership texts are required along with classroom presentations. The cadets use this course to provide leadership and direction for the school's NJROTC unit.

NJROTC IV HONORS**95045X0A 1 CREDIT***Recommended prerequisite(s): Naval Science III*

This is an honors level course in applied leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and project leadership are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership positions to better understand leadership and management through application in the context of the NJROTC unit. In their positions of leadership these students learn to analyze and determine the factors contributing to varying degrees of success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities, and institutions. Cadets do extensive outside readings, prepare papers, and present oral presentations to the class. Preparation for the practical leadership applications requires weekly after school seminars and co-curricular participations. Two major projects per semester fulfill the “product requirement” for the course. Students are assigned participation and leadership roles for a variety of community services, school service, and unit service projects conducted by the NJROTC unit and selected jointly by the instructor and cadet leadership. This course specifically helps hone the training of unit leaders and provides a decision-making forum for the corps of cadets. Students may receive honors credit in Naval Science IV Honors one time only.

LEADERSHIP, DRILL AND CEREMONIES**95022X0D 1 CREDIT***Recommended prerequisite(s): Naval Science/Healthful Living I*

Note: Students can take this course more than once and receive credit.

This course consists of advanced instruction in all levels of Naval Service Drill and Ceremonies with particular emphasis on student participation in leadership roles at the Cadet Petty Officer, Chief Petty Officer, and Junior Officer Level. Topics of instruction include History of Military Customs, Courtesies, Etiquette, and Ceremonies, Squad, Platoon, Company and Battalion Drill and Ceremonies, Manual of Arms with the Sword, Guidon Manual, National and Organizational Flags and Color Guards, Parades, Inspection, Armed and Unarmed Exhibition Drill, and Personal and Unit Physical Fitness. This is a physically active course conducted outdoors.

LEADERSHIP, DRILL, AND CEREMONIES HONORS**95025X0 1 CREDIT***Prerequisites: Naval Science/Healthful Living I and Leadership, Drill and Ceremonies or NS-1 and at least two years of successful drill team*

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student’s leadership billets.

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.

INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT)

20202X0 1 CREDIT

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

FOUNDATIONS OF NC MATH 1 (ELECTIVE CREDIT)

20902X0 1 CREDIT

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

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

NC MATH 1B

21092X0B 1 CREDIT

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

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

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

NC MATH 1

21092X0 1 CREDIT

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

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

NC MATH 1 HONORS

21095X0 1 CREDIT

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

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric

relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Honors NC Math 1 explores content at a highly rigorous level to begin students' preparation for advanced math courses. Students are expected to be able to appropriately explain and justify their solution process through both verbal and written formats.* 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.

MATH PLUS HONORS (ELECTIVE CREDIT)

28005X0L 1 CREDIT

Recommended prerequisite(s): Marginal proficiency in NC Math 1 in 8th grade

Math Plus deepens the understanding of mathematical concepts covered in NC Math 1 to ensure that students are successful in future math courses. Students will be exposed to the content of NC Math 1 to reinforce crucial skills needed for Honors level courses. Students will also preview content for Honors NC Math 2.

FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT)

20912X0 1 CREDIT

Recommended prerequisite(s): Marginal proficiency in NC Math 1

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

NC MATH 2

22092X0 1 CREDIT

Recommended prerequisite(s): NC Math 1

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

NC MATH 2 HONORS

22095X0 1 CREDIT

Recommended prerequisite(s): NC Math 1

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to 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.

FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT)

20922X0 1 CREDIT

Recommended prerequisite(s): Marginal proficiency in NC Math 2

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.

NC MATH 3

23092X0 1 CREDIT

Recommended prerequisite(s): NC Math 2

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

NC MATH 3 HONORS

23095X0 1 CREDIT

Recommended prerequisite(s): Honors NC Math 2

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

CCRG MATH**20132X0 1 CREDIT**

This course is a survey of the fundamental skills required for freshman level/gateway college math courses. Demonstration of mastery of the skills in the course permits the student to have higher placement in community college courses and better preparation for university courses. The course topics include number sense, graphing, functions, geometry, and statistics.

MATH COURSES BEYOND NC MATH 3

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

NC MATH 4**24092X0 1 CREDIT**

Recommended prerequisite(s): NC Math 3

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

NC MATH 4 HONORS**24095X0 1 CREDIT**

Recommended prerequisite(s): Honors NC Math 3

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

AP PRECALCULUS**2A047X0 1 CREDIT**

Recommended prerequisite(s): Honors NC Math 3

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 AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HONORS**24015X0 1 CREDIT**

Recommended prerequisite(s): Honors NC Math 4 or Precalculus

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.

AP STATISTICS**2A037X0 1 CREDIT**

Recommended prerequisite(s): Honors NC Math 3, NC Math 4, NC Math 4 Honors or Precalculus

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

AP CALCULUS: AB**2A007X0 1 CREDIT**

Recommended prerequisite(s): Mastery of the Precalculus curriculum

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

AP CALCULUS: BC**2A017X0 1 CREDIT**

Recommended prerequisite(s): AP Calculus AB

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board AP Exam. This course is accepted as the fourth math for admission to UNC System institutions.

MATHEMATICS ELECTIVE COURSES BEYOND MATH 3

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

MATHEMATICAL ANALYSIS HONORS

28005X0J 1 CREDIT

Recommended prerequisite(s): AP Calculus BC

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include applications of partial derivatives; vectors; multiple integrals; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

AP COMPUTER SCIENCE A

2A027X0 1 CREDIT

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involves 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 throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Further information about the course and the AP Computer Science Exam can be found at <https://apstudents.collegeboard.org/courses/ap-computer-science-a> Note: AP Computer Science is not accepted as the fourth math for admission to UNC System institutions.

Science Courses

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

BIOLOGY

INTRODUCTION TO THE PRINCIPLES OF BIOLOGY

30202X0A 1 CREDIT

This course introduces students to the major guiding principles of Biology – structures & processes of organisms, ecosystems, heredity, and biological evolution. Content material will be presented with an emphasis on project-based learning, literacy, and the 4 C's (communication, critical thinking, creativity, and collaboration). Students will develop analytical skills through the interpretation of scientific data and the incorporation of other research to support their arguments. This course is designed to precede the standard Biology course.

BIOLOGY

33202X0 1 CREDIT

BIOLOGY HONORS

33205X0 1 CREDIT

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The honors course is taught in greater depth and magnitude. The final exam is the North Carolina Biology End-of-Course Test.

AP BIOLOGY

3A007X0 1 CREDIT

Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

(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.)

Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board AP Exam.

MARINE ECOLOGY

35352X0A 1 CREDIT

MARINE ECOLOGY HONORS

35355X0 1 CREDIT

Recommended prerequisite(s): Biology

The interrelationships among marine organisms and the physical, chemical, geological, and biological factors in their environment are the focus of this course. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail. Laboratory and field experiences are major components of the course. The honors course is taught in greater depth and magnitude.

PRINCIPLES OF HUMAN INHERITANCE

30202X0J 1 CREDIT

Recommended Prerequisite: Biology

PRINCIPLES OF HUMAN INHERITANCE HONORS

30205X0D 1 CREDIT

Recommended Prerequisite(s): Biology and completed or concurrent enrollment in Chemistry

This course is designed to examine the transmission of traits from generation to generation with an emphasis on patterns of inheritance in humans. Students will study issues generated by biotechnology and how new technology is transforming research, industry, agriculture and our everyday lives, from the medical tests we take to the food we eat.

ANATOMY AND PHYSIOLOGY

33302X0 1 CREDIT

ANATOMY AND PHYSIOLOGY HONORS

33305X0 1 CREDIT

Recommended prerequisite(s): Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

CHEMISTRY

CHEMISTRY

34202X0 1 CREDIT

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

CHEMISTRY HONORS

34205X0 1 CREDIT

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

Chemistry is the study of the composition and properties of matter. It introduces the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Concepts and principles of chemistry are presented in great depth and at a rapid pace. Theoretical and mathematical relationships in chemistry are studied. Students perform extensive research, independent study, and laboratory work. Laboratory experiences and demonstrations are integral parts of this course.

AP CHEMISTRY

3A017X0 1 CREDIT

Recommended prerequisite(s): NC Math 3 and Chemistry/Honors Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. It is expected that students enrolled in this course will take the College Board AP Exam.

EARTH SCIENCE

EARTH SCIENCE/ENVIRONMENTAL SCIENCE

35012X0 1 CREDIT

EARTH SCIENCE/ENVIRONMENTAL SCIENCE HONORS

35015X0 1 CREDIT

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. The course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth systems. Laboratory work is a major component of the course.

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| ASTRONOMY | 35402X0 | 1 CREDIT |
| ASTRONOMY HONORS | 35405X0 | 1 CREDIT |

Recommended Prerequisite(s): Earth Science /Environmental Science

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

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| INTRODUCTION TO METEOROLOGY | 30202X0L | 1 CREDIT |
| INTRODUCTION TO METEOROLOGY HONORS | 30205X0L | 1 CREDIT |

Recommended Prerequisite(s): Earth Science /Environmental Science

This course focuses on inquiry into atmospheric conditions. Emphasis is placed on weather patterns, cycles of energy, interpreting and analyzing weather models, surface conditions, pollution, upper-air conditions, weather mapping, and climatological patterns. Laboratory work is a major component of this course.

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| AP ENVIRONMENTAL SCIENCE | 3A027X0 | 1 CREDIT |
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Recommended prerequisites: Successful completion of two years of high school laboratory science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board AP Exam.

PHYSICAL SCIENCE

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| PHYSICAL SCIENCE | 34102X0 | 1 CREDIT |
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This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

PHYSICS

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| PHYSICS | 34302X0 | 1 CREDIT |
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| PHYSICS HONORS | 34305X0 | 1 CREDIT |
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Recommended prerequisite(s): NC Math 3 or concurrent enrollment in NC Math 3

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

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| AP PHYSICS I-ALGEBRA BASED | 3A057X0 | 1 CREDIT |
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Recommended Prerequisite(s): Completed Math 3 and be comfortable with algebraic manipulation and right triangle trigonometry

AP Physics I is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum): work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

Physics I: unlike AP Physics B, which recommends a prior high school physics course, no prior course work in physics is necessary for students to enroll in AP Physics I.

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| AP PHYSICS II –ALGEBRA BASED | 3A067X0 | 1 CREDIT |
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Recommended Prerequisite(s): AP Physics I, completed or concurrent enrollment in Precalculus or equivalent

AP Physics II is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

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| AP PHYSICS C: MECHANICS | 3A047X0 | 1 CREDIT |
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Recommended prerequisite(s): Calculus AB and honors or AP Physics 1

This course should provide instruction in each of the following six content areas: kinematics; Newton’s law of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillation and gravitation.

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| AP PHYSICS C: ELECTRICITY AND MAGNETISM | 3A037X0 | 1 CREDIT |
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Recommended prerequisite(s): Calculus AB and AP Physics C: Mechanics, corequisite: Calculus BC

This course should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

ADDITIONAL SCIENCE COURSES

| | | |
|-------------------------|-----------------|-----------------|
| FORENSIC SCIENCE | 30202X0D | 1 CREDIT |
|-------------------------|-----------------|-----------------|

| | | |
|--------------------------------|-----------------|-----------------|
| FORENSIC SCIENCE HONORS | 30205X0A | 1 CREDIT |
|--------------------------------|-----------------|-----------------|

Recommended prerequisite(s): Successful completion of Biology and Chemistry

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques.

| | | |
|----------------------------------|------------------|-----------------|
| FORENSIC SCIENCE 2 HONORS | 30205X0A2 | 1 CREDIT |
|----------------------------------|------------------|-----------------|

Recommended prerequisite(s): Successful completion of Biology and Chemistry

This course is intended as a continuation of the current Forensic Science course offering. The units of study will have a natural flow, the scope and depth of the course will be differentiated from Forensic Science 1 in the topics covered, complexity and expectation of student work products. In this course, students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations including

crimes, negligence, and accidents. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques, and evaluation of novel academic research.

RESEARCH METHODS AND TECHNIQUES

30202X0G 1 CREDIT

RESEARCH METHODS AND TECHNIQUES HONORS

30205X0E 1 CREDIT

Recommended prerequisite(s): NC Math 1 and Biology

This course provides extended, hands-on experience with tools, materials, and techniques used in biological, agricultural, and physical science research and application. Instruction includes appropriate methods for experimental design and implementation, data collection, and presentation of results. 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.

Social Studies Courses

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

REQUIRED SOCIAL STUDIES COURSES

| | | |
|---|----------------|-----------------|
| WORLD HISTORY | 43032X0 | 1 CREDIT |
| WORLD HISTORY HONORS | 43035X0 | 1 CREDIT |
| World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. 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. | | |
| FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY | 43182X0 | 1 CREDIT |
| FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY HONORS | 43185X0 | 1 CREDIT |
| 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. | | |
| AMERICAN HISTORY | 43112X0 | 1 CREDIT |
| AMERICAN HISTORY HONORS | 43115X0 | 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. 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.). | | |
| ECONOMICS & PERSONAL FINANCE | 43192X0 | 1 CREDIT |
| ECONOMICS & PERSONAL FINANCE HONORS | 43195X0 | 1 CREDIT |
| 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. | | |

SOCIAL STUDIES ELECTIVES

| | | |
|--|-----------------|-----------------|
| 21ST CENTURY GLOBAL GEOGRAPHY | 45052X0 | 1 CREDIT |
| 21ST CENTURY GLOBAL GEOGRAPHY HONORS | 45055X0 | 1 CREDIT |
| This geography course will emphasize the increasing interconnectedness of the Earth's people due to globalization and spatial variation. While the origins of globalization are debatable, this process has been significantly amplified with the onset of the new communication technologies that have improved economic, political, social, cultural, historic, and geographic connection among individuals, groups, and nations. Students will learn about the awareness of how the positive or negative possibilities of these connections are paramount to individual improvement and the advancement of humanity. | | |
| AFRICAN AMERICAN STUDIES | 46012X0 | 1 CREDIT |
| AFRICAN AMERICAN STUDIES HONORS | 46015X0 | 1 CREDIT |
| This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. | | |
| CONVERSATIONS IN DIVERSITY | 48002X0E | 1 CREDIT |
| CONVERSATIONS IN DIVERSITY HONORS | 48005X0E | 1 CREDIT |
| This course offers the opportunity to explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, to promote awareness and social change. | | |
| HOLOCAUST AND GENOCIDE STUDIES | 48032X0 | 1 CREDIT |
| HOLOCAUST AND GENOCIDE STUDIES HONORS | 48035X0 | 1 CREDIT |
| History of various genocides and holocausts is explored in this course reviewing attempts at wiping out groups based upon religious, racial and national origins. Participants will learn the impact of severe prejudice and persecution to understand the nature of civilization itself and focus on prevention strategies for future genocide and dehumanization. The World War II Holocaust as well as recent 20th century genocides such as Armenia, Rwanda, Cambodia, Sudan, and Darfur will be explored. Students will complete substantial reading, writing and research. Taking this course after successful completion of World History is recommended. | | |
| CONTEMPORARY LAW AND JUSTICE | 48002X0J | 1 CREDIT |
| CONTEMPORARY LAW AND JUSTICE HONORS | 48005X0J | 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. | | |
| LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS | 48002X0D | 1 CREDIT |
| LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS HONORS | 48005X0D | 1 CREDIT |
| The first half of this course focuses on the Vietnam War and related issues. Topics include geography, history, and culture of Vietnam; the ethical questions that arose during the conflict; the events of the social protest movement; worldwide response and involvement in Vietnam; problems of Vietnamese refugees and U.S. veterans; | | |

and Vietnam today. The second half is designed as a study of the major trends and issues in the post-World War II era with an insight into the growing interdependence of nations of the world. Emphasis is placed on the decision-making process of the United States in the field of foreign affairs. Recent problems, policies, and programs of the United States are analyzed.

PSYCHOLOGY HONORS

44035X0 1 CREDIT

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY

48002X0A 1 CREDIT

RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY HONORS

48005X0G 1 CREDIT

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

SOCIOLOGY HONORS

44005X0 1 CREDIT

This full-credit honors course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students develop a sociological imagination in which they observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students discover how patterns of behavior develop, culture is learned, and social predictions are made.

SOCIOLOGY/ PSYCHOLOGY

48002X0B 1 CREDIT

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

ADVANCED PLACEMENT COURSES

AP COMPARATIVE GOVERNMENT & POLITICS

4A007X0 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.

AP MACROECONOMICS

4A037X0 1 CREDIT

This course provides students with a thorough understanding of the principles of economics that apply to an economic system. Students enrolled in this course area expected to take the College Board AP Exam.

AP MICROECONOMICS

4A047X0 1 CREDIT

This course offers students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Students enrolled in this course area expected to take the College Board AP Exam.

AP EUROPEAN HISTORY

4A017X0 1 CREDIT

Recommended Prerequisite (s): World History

The focus of this course is from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board AP Exam.

AP HUMAN GEOGRAPHY

4A027X0 1 CREDIT

AP Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial nature of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use. Students enrolled in this course are expected to take the College Board AP Exam.

AP PSYCHOLOGY

4A057X0 1 CREDIT

Students study the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board AP Exam.

AP US GOVERNMENT AND POLITICS

4A067X0 1 CREDIT

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

AP UNITED STATES HISTORY

4A077X0 1 CREDIT

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

AP WORLD HISTORY: MODERN

4A097X0 1 CREDIT

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 AP Exam.

AP AFRICAN AMERICAN STUDIES

4A107X0 1 CREDIT

This is a new course for the 2024-2025 school year with updated resources available on the College Board website. 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.

Special Education Courses

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

DIPLOMA COURSES

| | | |
|-----------------------------------|-----------------|-----------------|
| CURRICULUM ASSISTANCE | 96102X0K | 1 CREDIT |
| CURRICULUM ASSISTANCE (9) | 96102X0L | 1 CREDIT |
| CURRICULUM ASSISTANCE (10) | 96102X0M | 1 CREDIT |
| CURRICULUM ASSISTANCE (11) | 96102X0Q | 1 CREDIT |
| CURRICULUM ASSISTANCE (12) | 96102X0R | 1 CREDIT |

The Curriculum Assistance elective (CA) provides specially designed instruction for students-who access the standard course of study. The primary focus of CA is to provide specially designed instruction on students' IEP goals, progress monitor IEP goals, and support students in their general education classes. Curriculum Assistance may provide a variety of self-advocacy, organizational or study skills dependent on the needs of the students enrolled in the class. Skills taught in CA may include how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy, Math and Writing skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

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|--|-----------------|-----------------|
| CURRICULUM ASSISTANCE RESOURCE HI | 96102X0T | 1 CREDIT |
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This is a language-based Curriculum Assistance (CA) designed specifically for hearing impaired students.

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|--|-----------------|-----------------|
| CURRICULUM ASSISTANCE RESOURCE VI | 96102X0U | 1 CREDIT |
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This is Curriculum Assistance (CA) designed specifically for visually impaired students utilizing adaptive materials and assistive technology.

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|---------------------------------|-----------------|-----------------|
| INDEPENDENT STUDY SKILLS | 96102X0W | 1 CREDIT |
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Recommended prerequisite(s): Teacher recommendation
The student works independently in a special area of concentration determined by the student's IEP goals and objectives.

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|---|-----------------|-----------------|
| INTRODUCTION TO COMMUNICATION SKILLS (READING) | 96102X0P | 1 CREDIT |
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This program focuses on basic reading and writing skills. Assignments, materials, and lesson presentations are modified based on the student's abilities. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, spelling patterns, handwriting, and simple written expression.

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|----------------------------|------------------|-----------------|
| HIGH SCHOOL READING | 96102X0SP | 1 CREDIT |
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The high school reading course is designed for students who exhibit specific deficits in phonic decoding and word recognition as evidenced by diagnostic assessment. Intensive, systematic, and explicit instruction will focus on the most basic to advanced phonics skills including spelling. Skills will be taught and practiced until automaticity is achieved at which point fluency will be taught and practiced. Multi-sensory strategies for both reading and spelling may be used to aid in the learning process. Additionally, the identification and meaning of prefixes, suffixes and roots will be addressed with more advanced learners. Pre and post tests, placement tests, reading and spelling tests will be used to determine mastery as well as inform instruction.

MATH COURSE

Specially Designed Instruction to address documented Math needs as stated in the student's IEP will be addressed through accommodations/modifications and inclusive service delivery in the general education setting. Curriculum Assistance courses may support additional math needs to address student goals.

See the general education mathematics courses for more information on course content and type of credit received (elective or math).

OCCUPATIONAL COURSE OF STUDY

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.

EMPLOYMENT PREP I SCIENCE

9260BX0 1 CREDIT

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training 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 Employment Prep courses. Students will also begin their career portfolios and explore the six categories of employability skills.

EMPLOYMENT PREP II CITIZENSHIP 1A

9261BX0 1 CREDIT

EMPLOYMENT PREP II CITIZENSHIP 1B

9262BX0 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 applications. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined. Students must schedule 2 periods. Students will continue developing their career portfolios and begin to apply developing skills from the six categories of employable skills.

EMPLOYMENT PREP III CITIZENSHIP 2A

9263BX0 1 CREDIT

EMPLOYMENT PREP III CITIZENSHIP 2B

9264BX0 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.

EMPLOYMENT PREP IV MATH

9265BX0 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.

VOCATIONAL EXPERIENCE CAREER TRAINING

9260BX0A 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.

ENGLISH LANGUAGE ARTS

ENGLISH I

9210BX0 1 CREDIT

This curriculum exposes students to content that is closely aligned with that of 9th grade English courses content. It focuses on the writing process to develop a product, the development of an understanding of appropriate presentation skills, the use of a variety of strategies to comprehend texts, the identification of examples of appropriate conventions in both written and spoken language, the analysis of cause-and-effect relationships, the understanding of literary elements, rhetorical techniques, and informational text, and the application of research tools and techniques to selected topics.

ENGLISH II

9211BX0 1 CREDIT

This academic world literature course is designed for the student who aspires to post-secondary community college or career experience. This class focuses on reading, writing, speaking and listening, and language. Writing instruction at this level focuses on mechanical correctness, fluency, and structure.

ENGLISH III

9212BX0 1 CREDIT

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

ENGLISH IV

9213BX0 1 CREDIT

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

MATH

INTRODUCTION TO MATHEMATICS

9220BX0 1 CREDIT

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

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

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

NC MATH 1**9225BX0 1 CREDIT**

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

FINANCIAL MANAGEMENT**9222BX0 1 CREDIT**

This curriculum focuses on personal financial management, independent living, state and local income taxes, wages and compensation, credit, types of insurance, and the application of math skills to consumer practices.

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

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

BIOLOGY**9232BX0 1 CREDIT**

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course.

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

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

AMERICAN HISTORY II**9248BX0 1 CREDIT**

This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. This course will trace the changes in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power.

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS**9249BX0 1 CREDIT**

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

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY**9251BX0 1 CREDIT**

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

ECONOMICS & PERSONAL FINANCE**43192X0 1 CREDIT**

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

OCS COURSES TAKEN ON NCVPS

These courses combine the expertise of the online teacher with the special education methods and strategies of the face-to-face teacher to ensure appropriate mastery of the curriculum standards for students participating in the OCS program.

GRADUATION CERTIFICATE REQUIREMENTS (ECS)

| Content Area | For 9 th Graders Entering in 2022-2023 | For 9 th Graders Entering in 2021-2022 | For 9 th Graders Entering in 2019-2020 |
|--|---|--|--|
| English | 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 |
| Science | 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), 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 |
| 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 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 or Career Technical Education elective. (Elective credits were non-specific prior to 2019) |
| Total | 22 Credits | 22 Credits | 21 Credits |

CERTIFICATE COURSES: NC EXTENDED CONTENT STANDARDS

SKILLS IN INDEPENDENT LIVING

9610AXOC 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.

VOCATIONAL EXPERIENCE

9610AX0A 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.

EMPLOYMENT ADJUSTMENT

9610AX0E 1 CREDIT

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

WORK RELATED BEHAVIOR

9610AX0D 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.

SOCIALIZATION LEISURE SKILLS

9610AX0B 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.

NC ELECTIVE HLTH, SAFETY, IND. LIVING

9390AXO 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.

NC VOCATIONAL PREPARATION

9391AXO 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.

PHYSICAL EDUCATION

60292XO 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

ENGLISH/LANGUAGE ARTS I

9310AXO 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.

ENGLISH/LANGUAGE ARTS II

9311AXO 1 CREDIT

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

ENGLISH/LANGUAGE ARTS III

9312AXO 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.

ENGLISH/LANGUAGE ARTS IV

9313AXO 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

NC MATH 1A

9324AXO 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.

NC MATH 1B

9325AXO 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.

FINANCIAL MANAGEMENT I

9322AXO 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.

FINANCIAL MANAGEMENT II

9323AXO 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

APPLIED SCIENCE**9331AX0 1 CREDIT**

This course is designed for students to understand and apply safety measures and procedures in a variety of situations in the community 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.

BIOLOGY A**9332AX0 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.

BIOLOGY B**9333AX0 1 CREDIT**

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

SOCIAL STUDIES**CIVICS AND GOVERNANCE I****9340AX0 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.

CIVICS AND GOVERNANCE II**9341AX0 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.

AMERICAN HISTORY I**9342AX0 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.

ECONOMICS AND PERSONAL FINANCE**9344AX0 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.

AMERICAN HISTORY**9345AX0 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.

FOUND PRIN USA&NC: CIVIC LITERACY**9346AX0 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 political systems of North Carolina and the United States embody the founding principles of government.

WORLD HISTORY**9347AX0 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.

World Language Courses

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

MODERN LANGUAGE LEVEL 1

| | | |
|-----------|---------|----------|
| French I | 11012X0 | 1 CREDIT |
| German I | 11612X0 | 1 CREDIT |
| Spanish I | 11412X0 | 1 CREDIT |

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

MODERN LANGUAGE LEVEL 2

| | | |
|------------|---------|----------|
| French II | 11022X0 | 1 CREDIT |
| German II | 11622X0 | 1 CREDIT |
| Spanish II | 11422X0 | 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.

MODERN LANGUAGE LEVEL 3

| | | |
|--------------------|---------|----------|
| French III HONORS | 11035X0 | 1 CREDIT |
| German III HONORS | 11635X0 | 1 CREDIT |
| Spanish III HONORS | 11435X0 | 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 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.

FRENCH IV HONORS

11045X0 1 CREDIT

Recommended prerequisite(s): French III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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.

FRENCH V HONORS

11055X0 1 CREDIT

Recommended prerequisite(s): French IV

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

AP FRENCH LANGUAGE & CULTURE

1A037X0 1 CREDIT

Recommended prerequisite(s): French IV or French V

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

SPANISH HERITAGE I

11492X0 1 CREDIT

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

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.

SPANISH HERITAGE II HONORS

11505X0 1 CREDIT

Students enrolled in this course have either successfully completed a Heritage Language Level I course at the middle of high school or have placed out of Level I due to previous language study and/or established proficiency. This course is designed specifically for a 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 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.

SPANISH IV HONORS

11445X0 1 CREDIT

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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.

SPANISH V HONORS

11455X0 1 CREDIT

Recommended prerequisite: Spanish IV

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

AP SPANISH LANGUAGE & CULTURE

1A087X0 1 CREDIT

Recommended prerequisite(s): Spanish IV or Spanish V

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

AP SPANISH LITERATURE & CULTURE

1A097X0 1 CREDIT

Recommended prerequisite(s): Spanish IV or Spanish V

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The expansive reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on many voices and cultures included in this very rich literature. Students will be exposed to a wide variety of genres and types of disclosure and will enable students to trace the history of the Spanish prose from Don Juan Manuel to modern times through some of its most brilliant practitioners.

GERMAN IV HONORS

11645X0 1 CREDIT

Recommended prerequisite(s): German III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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.

GERMAN V HONORS

11655X0 1 CREDIT

Recommended prerequisite(s): German IV

Students enrolled in this course have successfully completed Level III at the middle or 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.

AP GERMAN LANGUAGE AND CULTURE

1A047X0 1 CREDIT

Recommended prerequisite(s): German IV

This course is designed to promote proficiency in German and to enable students to explore culture in contemporary and historical contexts. The course focuses on communication and teaches students skills and abilities in the various modes of communication. Students will develop an understanding and appreciation of various aspects of the cultures of the German-speaking world. Students will explore topics in interesting, meaningful and engaging contexts.

LATIN I

12412X0 1 CREDIT

This course is an introduction to the study of the classical language and the Greco-Roman culture and may be taken in middle or high school. Students learn the basic functions of the language, become familiar with some of the elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts. Integration of the other disciplines with special emphasis in English Language Arts is ongoing throughout the course.

LATIN II**12422X0 1 CREDIT***Recommended prerequisite(s): Latin I*

Students enrolled in this course have either successfully completed Level I course in high school or have placed out of Level I due to previous language study and/or established proficiency. This course continues the study of the classical language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

LATIN III HONORS**12435X0 1 CREDIT***Recommended prerequisite(s): Latin II*

Students enrolled in this course have successfully completed Level I and II courses in high school or have placed out of both levels due to previous language study and/or established proficiency. This course focuses on advanced grammar skills in the classical language. It introduces the study of literature and emphasizes the process of reading authentic texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationships of these cultures and applying their knowledge and skills inside and outside the classroom setting. Integration of the other disciplines with special emphasis on English Language Arts is ongoing throughout the course.

LATIN IV HONORS**12445X0 1 CREDIT***Recommended prerequisite(s): Latin III*

Students enrolled in this course have successfully completed a Level III course in high school or have placed out Level I due to previous language study and/or established proficiency. A major focus of Level IV is on reading authentic texts with grammar taught in context of the readings. Emphasis is placed on five figures of speech, analysis, and essay writing. There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the students' own culture. Students are now able to connect the classical language to other disciplines and compare it to their own language.

LATIN V HONORS**12455X0 1 CREDIT***Recommended prerequisite(s): Latin IV or teacher recommendation*

Students enrolled in this course have successfully completed a Level IV course in high school or have placed out Level I due to previous language study and/or established proficiency. This course emphasizes the skills required for a student to successfully read, translate into English, understand, analyze, and interpret readings, including the cultural, social, and political context of literature on a syllabus. Students will also focus on writing well-developed essays in English.

AP LATIN**1A077X0 1 CREDIT***Recommended prerequisite(s): Latin IV or Latin V*

In the course, as in the parallel courses at colleges, students are expected to be able to translate accurately from Latin into English the poetry they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in the course. In addition, the AP Latin: Vergil course includes the study of the cultural, social, and political context of the literature on the syllabus.

Other Credit Programs

ACADEMIC DECATHLON

96102X0B1 1 CREDIT

The purpose of the Academic Decathlon class is to prepare students to participate on a nine-member team that competes in a ten-event competition. This class is open to students in grades 9-12 who may participate on a team as Honors, Scholastic, or Varsity students as defined by the United States Academic Decathlon guidelines for grade point averages. It encourages students to develop a greater respect for knowledge, promotes wholesome competition in academic areas of study and interests, and stimulates intellectual growth and achievement.

COMMUNITIES IN SCHOOLS I

96102X0G 1 CREDIT

The Communities in Schools I program provides at-risk students an opportunity to experience success in school, to improve attitudes and behaviors that contribute to successful learning and living, and to access health and social services support. Tutoring and mentoring by volunteers from the community are part of this course. Study skills, life skills, and employability skills are addressed. Shadowing opportunities are offered and guest speakers, field trips, and workshops provided by community agencies contribute to the curriculum. With extra support and encouragement, students work towards helping themselves be successful.

COMMUNITIES IN SCHOOLS II

96102X0H 1 CREDIT

The Communities in Schools II program provides at-risk students who have demonstrated a need for additional assistance beyond CIS I an opportunity to improve attitudes and behaviors that contribute to successful learning and living. Tutoring and mentoring, guest speakers and field trips are continued in the second-level course. Extra support and encouragement are always emphasized.

FRESHMEN SEMINAR

96102X0E 1 CREDIT

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

LIBRARY MEDIA STUDIES

96102X0HH 1 CREDIT

Library Media Studies is an internship-style course based around the 4Cs of collaboration, communication, creativity, and critical thinking. Recommended as small group blended instruction, this course empowers students to lead in the library while learning how to access and organize resources for academic research, develop literacy skills and enjoyment, use technology to enhance learning, and provide support to other students. In addition to daily roles and weekly assignments, students will participate in project-based learning as evidenced on a digital portfolio.

SEMINAR

96102X0D 1 CREDIT

This course is designed as an integrated follow-up to two or more courses. Students reinforce and expand their knowledge of the content of the specified courses through a Paideia-like, seminar format.

INDEPENDENT STUDY SKILLS

96102X0W 1 CREDIT

This course is designed to be taught as a companion to core courses to support students who enter high school with an intervention plan based on their Level 1 or 2 score on the eighth-grade End of Grade Test. Through literacy-rich learning activities using cross-curricular texts and materials, students learn how to break apart long or complex assignments and create their own scaffolds for success. Students will focus their learning on enhancing their ability to read and write effectively for content-area study. **This course may not be used as an independent study hall for students.**

OTHER PROGRAM AREA INTERNSHIP (NON-CTE)

96102X0A 1 CREDIT

An internship allows for the development of skills within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 CREDIT. The Central Office School-to-Career Coordinator must be notified of each student who registers for this course for insurance purposes.

COLLEGE AND UNIVERSITY COURSES

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

High School Course Codes

Base Course Code Variations for Scheduling Purposes (if needed)

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

Course Code Explanation

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.

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.

Course Codes 2024-2025

| Course Title | Content Area | Course Code |
|---|--------------|-------------|
| AP ART HISTORY | ARTS | 5A007X0 |
| AP MUSIC THEORY | ARTS | 5A017X0 |
| AP STUDIO ART – 2D DESIGN | ARTS | 5A027X0 |
| AP STUDIO ART – 3D DESIGN | ARTS | 5A037X0 |
| AP STUDIO ART – DRAWING | ARTS | 5A047X0 |
| ART HISTORY – VISUAL ART SPECIALIZATION (BEGINNING) | ARTS | 54612X0A |
| CHORAL MUSIC 1 BEGINNING | ARTS | 52302X0D |
| CHORAL MUSIC 2 INTERMEDIATE | ARTS | 52312X0D |
| CHORAL MUSIC 3 PROFICIENT HONORS | ARTS | 52325X0D |
| CHORAL MUSIC 4 ADVANCED HONORS | ARTS | 52335X0D |
| COMMERCIAL ART: PRINTMAKING/TEXTILES - VISUAL ART SPECIALIZATION (INTERMEDIATE) | ARTS | 54622X0D |
| COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (INTERMEDIATE) | ARTS | 54622X0E |
| COMPUTER ART AND ANIMATION - VISUAL ART SPECIALIZATION (PROFICIENT) | ARTS | 54635X0E |
| DANCE - ADVANCED HONORS | ARTS | 51185X0A |
| DANCE - BEGINNING | ARTS | 51152X0A |
| DANCE - INTERMEDIATE | ARTS | 51162X0A |
| DANCE - PROFICIENT HONORS | ARTS | 51175X0A |
| DRAWING – VISUAL ART SPECIALIZATION (INTERMEDIATE) | ARTS | 54622X0A |
| GUITAR – MUSIC SPECIALIZATION BEGINNING | ARTS | 52162X0D |
| GUITAR – MUSIC SPECIALIZATION INTERMEDIATE | ARTS | 52172X0D |
| GUITAR – MUSIC SPECIALIZATION- PROFICIENT HONORS | ARTS | 52185X0D |
| INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) | ARTS | 51285X0A |
| INDEPENDENT STUDY – MUSIC SPECIALIZATION (ADVANCED) | ARTS | 52195X0A |
| INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED) | ARTS | 53645X0A |
| INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) | ARTS | 54645X0B |
| INSTRUMENTAL MUSIC: BAND – ADVANCED HONORS | ARTS | 52585X0A |
| INSTRUMENTAL MUSIC: BAND – BEGINNING | ARTS | 52552X0A |
| INSTRUMENTAL MUSIC: BAND – INTERMEDIATE | ARTS | 52562X0A |
| INSTRUMENTAL MUSIC: BAND – PROFICIENT HONORS | ARTS | 52575X0A |
| INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT) | ARTS | 52185X0B |

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| INSTRUMENTAL MUSIC: ORCHESTRA - ADVANCED HONORS | ARTS | 52435X0A |
| INSTRUMENTAL MUSIC: ORCHESTRA – BEGINNING | ARTS | 52402X0A |
| INSTRUMENTAL MUSIC: ORCHESTRA – INTERMEDIATE | ARTS | 52412X0A |
| INSTRUMENTAL MUSIC: ORCHESTRA – PROFICIENT HONORS | ARTS | 52425X0A |
| MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING) | ARTS | 52162X0A |
| MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT) | ARTS | 52185X0A |
| MUSICAL THEATRE ORCHESTRA – MUSIC SPECIALIZATION (PROFICIENT) | ARTS | 52185X0G |
| PAINTING – VISUAL ART SPECIALIZATION (PROFICIENT) | ARTS | 54635X0A |
| PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (BEGINNING) | ARTS | 53612X0B |
| PROGRAMMING AND BROADCASTING – THEATRE ARTS SPECIALIZATION (INTERMEDIATE) | ARTS | 53622X0B |
| PROGRAMMING AND BROADCASTING - THEATRE ARTS SPECIALIZATION (PROFICIENT) | ARTS | 53635X0B |
| SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED) | ARTS | 54645X0A |
| SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE) | ARTS | 54622X0B |
| SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) | ARTS | 54635X0B |
| TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (BEGINNING) | ARTS | 53612X0A |
| TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (INTERMEDIATE) | ARTS | 53622X0A |
| TECHNICAL THEATRE - THEATRE ARTS SPECIALIZATION (PROFICIENT) | ARTS | 53635X0A |
| THEATRE ARTS - ADVANCED HONORS | ARTS | 53185X0A |
| THEATRE ARTS - BEGINNING | ARTS | 53152X0A |
| THEATRE ARTS - INTERMEDIATE | ARTS | 53162X0A |
| THEATRE ARTS - PROFICIENT HONORS | ARTS | 53175X0A |
| VISUAL ARTS - ADVANCED HONORS | ARTS | 54185X0A |
| VISUAL ARTS - BEGINNING | ARTS | 54152X0A |
| VISUAL ARTS - INTERMEDIATE | ARTS | 54162X0A |
| VISUAL ARTS - PROFICIENT HONORS | ARTS | 54175X0A |
| 3D MODELING AND ANIMATION I | CTE | CD202X0 |
| 3D MODELING AND ANIMATION II | CTE | CD212X0 |
| ACCOUNTING I | CTE | BA102X0 |
| ACCOUNTING I HONORS | CTE | BA105X0 |
| ACCOUNTING II HONORS* | CTE | BA205X0 |
| ADOBE DIGITAL DESIGN I | CTE | CD122X0 |
| ADOBE DIGITAL DESIGN I HONORS | CTE | CD125X0 |
| ADOBE VIDEO DESIGN I | CTE | CD142X0 |

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| ADOBE VIDEO DESIGN I HONORS | CTE | CD145X0 |
| ADOBE VIDEO DESIGN II | CTE | CD152X0 |
| ADOBE VISUAL DESIGN I | CTE | CD102X0 |
| ADOBE VISUAL DESIGN I HONORS | CTE | CD105X0 |
| ADOBE VISUAL DESIGN II | CTE | CD112X0 |
| ADOBE VISUAL DESIGN II HONORS | CTE | CD115X0 |
| ADVANCED GAME ART DESIGN | CTE | CD312X0 |
| ADVANCED MANUFACTURING I HONORS | CTE | IM115X0 |
| ADVANCED MANUFACTURING II HONORS* | CTE | IM125X0 |
| AGRICULTURAL MECHANICS I | CTE | AS312X0 |
| AGRICULTURAL MECHANICS I HONORS | CTE | AS315X0 |
| AGRICULTURAL MECHANICS II HONORS* | CTE | AS325X0 |
| AGRICULTURAL MECHANICS II-SMALL ENGINES HONORS* | CTE | AS335X0 |
| ANIMAL SCIENCE I | CTE | AA212X0 |
| ANIMAL SCIENCE I HONORS | CTE | AA215X0 |
| ANIMAL SCIENCE II – COMPANION ANIMAL HONORS* | CTE | AA235X0 |
| ANIMAL SCIENCE II – COMPANION ANIMAL* | CTE | AA232X0 |
| ANIMAL SCIENCE II - FOOD ANIMAL HONORS* | CTE | AA225X0 |
| AP COMPUTER SCIENCE PRINCIPLES* | CTE | 0A027X0 |
| APPAREL AND TEXTILE PRODUCTION I | CTE | FA312X0 |
| APPAREL AND TEXTILE PRODUCTION II * | CTE | FA322X0 |
| APPAREL AND TEXTILE PRODUCTION II HONORS* | CTE | FA325X0 |
| AUTOMOTIVE SERVICE I | CTE | IT162X0 |
| AUTOMOTIVE SERVICE II HONORS* | CTE | IT175X0 |
| AUTOMOTIVE SERVICE III HONORS | CTE | IT185X0 |
| AUTOMOTIVE SERVICES FUNDAMENTALS | CTE | IT112X0 |
| BIOMEDICAL INNOVATIONS HONORS | CTE | HL215X0 |
| BIOMEDICAL TECHNOLOGY HONORS* | CTE | HB115X0 |
| BIOMEDICAL TECHNOLOGY* | CTE | HB112X0 |
| BUSINESS ESSENTIALS | CTE | BF102X0 |
| BUSINESS ETHICS AND LAW I | CTE | BB302X0 |
| BUSINESS ETHICS AND LAW II* | CTE | BB322X0 |
| BUSINESS MANAGEMENT I | CTE | BB402X0 |
| BUSINESS MANAGEMENT II* | CTE | BB422X0 |

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| CAREER MANAGEMENT | CTE | ED452X0 |
| CARPENTRY I | CTE | IC212X0 |
| CARPENTRY II HONORS | CTE | IC225X0 |
| CARPENTRY III HONORS | CTE | IC235X0 |
| CHILD DEVELOPMENT | CTE | FE602X0 |
| CISCO NETWORK ENGINEERING TECHNOLOGY I HONORS | CTE | CI105X0 |
| CISCO NETWORK ENGINEERING TECHNOLOGY II HONORS* | CTE | CI115X0 |
| COMPTIA IT FUNDAMENTALS | CTE | CI002X0 |
| COMPUTER ENGINEERING TECHNOLOGY I HONORS | CTE | CI015X0 |
| COMPUTER ENGINEERING TECHNOLOGY II HONORS* | CTE | CI025X0 |
| COMPUTER SCIENCE I | CTE | CS202X0 |
| COMPUTER SCIENCE II* | CTE | CS212X0 |
| CONSTRUCTION CORE | CTE | IC002X0 |
| COUNSELING AND MENTAL HEALTH I | CTE | FC132X0 |
| COUNSELING AND MENTAL HEALTH II* | CTE | FC142X0 |
| CTE ADVANCED STUDIES AAVC HONORS | CTE | WS015X0 |
| CTE ADVANCED STUDIES AGNR HONORS | CTE | WS025X0 |
| CTE ADVANCED STUDIES ARCH HONORS | CTE | WS035X0 |
| CTE ADVANCED STUDIES BMA HONORS | CTE | WS045X0 |
| CTE ADVANCED STUDIES EDUC HONORS | CTE | WS055X0 |
| CTE ADVANCED STUDIES FINA HONORS | CTE | WS065X0 |
| CTE ADVANCED STUDIES HLTH HONORS | CTE | WS085X0 |
| CTE ADVANCED STUDIES HOSP HONORS | CTE | WS095X0 |
| CTE ADVANCED STUDIES HUMA HONORS | CTE | WS105X0 |
| CTE ADVANCED STUDIES INFO HONORS | CTE | WS115X0 |
| CTE ADVANCED STUDIES LAW HONORS | CTE | WS125X0 |
| CTE ADVANCED STUDIES MANU HONORS | CTE | WS135X0 |
| CTE ADVANCED STUDIES MRKT HONORS | CTE | WS145X0 |
| CTE ADVANCED STUDIES STEM HONORS | CTE | WS155X0 |
| CTE ADVANCED STUDIES TRAN HONORS | CTE | WS165X0 |
| CULINARY ARTS AND HOSPITALITY I | CTE | FH102X0 |
| CULINARY ARTS AND HOSPITALITY II APPLICATIONS | CTE | FH112X0 |
| CULINARY ARTS AND HOSPITALITY II APPLICATIONS HONORS | CTE | FH115X0 |
| CULINARY ARTS AND HOSPITALITY II INTERNSHIP HONORS | CTE | FH125X0 |

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| CULINARY ARTS AND HOSPITALITY III HONORS* | CTE | FH135X0 |
| CULINARY ARTS AND HOSPITALITY IV APPLICATIONS HONORS | CTE | FH145X0 |
| DRAFTING I HONORS | CTE | IC615X0 |
| DRAFTING II - ARCHITECTURAL HONORS* | CTE | IC625X0 |
| DRAFTING II - ENGINEERING HONORS* | CTE | IV225X0 |
| DRAFTING III - ARCHITECTURAL HONORS | CTE | IC635X0 |
| DRAFTING III – ENGINEERING HONORS | CTE | IV235X0 |
| EARLY CHILDHOOD EDUCATION I HONORS* | CTE | FE115X0 |
| EARLY CHILDHOOD EDUCATION II HONORS | CTE | FE125X0 |
| ELECTRICAL TRADES I HONORS | CTE | IC415X0 |
| ELECTRICAL TRADES II HONORS | CTE | IC425X0 |
| ELECTRICAL TRADES III HONORS | CTE | IC435X0 |
| EMERGENCY MANAGEMENT I* | CTE | IP512X0 |
| EMERGENCY MANAGEMENT II HONORS | CTE | IP525X0 |
| EMERGENCY MEDICAL TECHNOLOGY I HONORS | CTE | IP215X0 |
| EMERGENCY MEDICAL TECHNOLOGY II HONORS* | CTE | IP225X0 |
| ENGINEERING DESIGN HONORS* | CTE | CT125X0 |
| ENGINEERING DESIGN* | CTE | CT122X0 |
| ENTREPRENEURSHIP I | CTE | ME112X0 |
| ENTREPRENEURSHIP I HONORS | CTE | ME115X0 |
| ENTREPRENEURSHIP II HONORS* | CTE | ME125X0 |
| EQUINE SCIENCE I | CTE | AA312X0 |
| EQUINE SCIENCE II HONORS* | CTE | AA325X0 |
| FASHION MERCHANDISING | CTE | MI212X0 |
| FINANCIAL PLANNING I | CTE | BF212X0 |
| FINANCIAL PLANNING II* | CTE | BF222X0 |
| FIREFIGHTER TECHNOLOGY I | CTE | IP312X0 |
| FIREFIGHTER TECHNOLOGY II* | CTE | IP322X0 |
| FIREFIGHTER TECHNOLOGY III HONORS | CTE | IP335X0 |
| FOOD AND NUTRITION I | CTE | FN412X0 |
| FOOD AND NUTRITION II HONORS* | CTE | FN425X0 |
| FOOD AND NUTRITION II* | CTE | FN422X0 |
| FOOD SCIENCE AND TECHNOLOGY HONORS* | CTE | FN435X0 |
| FOUNDATIONS OF AGRICULTURE | CTE | AU102X0 |

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| FOUNDATIONS OF HEALTH SCIENCE | CTE | HU102X0 |
| GAME ART DESIGN HONORS* | CTE | CD305X0 |
| GAME ART DESIGN* | CTE | CD302X0 |
| HEALTH SCIENCE I | CTE | HU402X0 |
| HEALTH SCIENCE I HONORS | CTE | HU405X0 |
| HEALTH SCIENCE II HONORS* | CTE | HU425X0 |
| HEALTH SCIENCE II* | CTE | HU422X0 |
| HORTICULTURE I INTRODUCTION TO PLANTS | CTE | AP412X0 |
| HORTICULTURE I INTRODUCTION TO PLANTS HONORS | CTE | AP415X0 |
| HORTICULTURE II – LANDSCAPE CONSTRUCTION HONORS* | CTE | AP445X0 |
| HORTICULTURE II PLANT PRODUCTION * | CTE | AP422X0 |
| HORTICULTURE II PLANT PRODUCTION HONORS* | CTE | AP425X0 |
| HOSPITALITY AND TOURISM MANAGEMENT I | CTE | FH312X0 |
| HOSPITALITY AND TOURISM MANAGEMENT II* | CTE | FH322X0 |
| INTERIOR DESIGN FUNDAMENTALS | CTE | FI212X0 |
| INTERIOR DESIGN STUDIO | CTE | FI222X0 |
| INTERIOR DESIGN STUDIO HONORS | CTE | FI225X0 |
| INTERIOR DESIGN TECHNOLOGY HONORS | CTE | FI235X0 |
| INTRODUCTION TO COMPUTER SCIENCE | CTE | CS102X0 |
| INTRODUCTION TO DATA SCIENCE | CTE | CS302X0 |
| LAW AND JUSTICE I | CTE | IP412X0 |
| LAW AND JUSTICE II HONORS* | CTE | IP425X0 |
| MARKETING I | CTE | MM512X0 |
| MARKETING II* | CTE | MM522X0 |
| MASONRY I HONORS | CTE | IC115X0 |
| MASONRY II HONORS | CTE | IC125X0 |
| MASONRY III HONORS | CTE | IC135X0 |
| MICROSOFT EXCEL HONORS | CTE | CC115X0 |
| MICROSOFT WORD & POWERPOINT | CTE | CC102X0 |
| MICROSOFT WORD & POWERPOINT HONORS | CTE | CC105X0 |
| NATIONAL RESOURCES I | CTE | AN512X0 |
| NATIONAL RESOURCES II | CTE | AN522X0 |
| NATIONAL RESOURCES II - FORESTRY | CTE | AN532X0 |
| NATIONAL RESOURCES II - FORESTRY HONORS | CTE | AN535X0 |

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| NATIONAL RESOURCES II - HONORS | CTE | AN525X0 |
| NURSING FUNDAMENTALS AND NON-PRACTICUM HONORS | CTE | HN425X0 |
| NURSING FUNDAMENTALS AND PRACTICUM HONORS | CTE | HN435X0 |
| PHARMACY TECHNICIAN HONORS | CTE | HH325X0 |
| PRINCIPLES OF FAMILY AND HUMAN SERVICES | CTE | FC112X0 |
| PROJECT MANAGEMENT I | CTE | GS112X0 |
| PROJECT MANAGEMENT I HONORS | CTE | GS115X0 |
| PROJECT MANAGEMENT II HONORS* | CTE | GS125X0 |
| PUBLIC SAFETY I* | CTE | IP112X0 |
| PUBLIC SAFETY II HONORS* | CTE | IP125X0 |
| PYTHON PROGRAMMING I | CTE | CP102X0 |
| PYTHON PROGRAMMING II HONORS* | CTE | CP115X0 |
| SAS BASE PROGRAMMING HONORS* | CTE | CS315X0 |
| SPORT AND EVENT MARKETING I | CTE | MH312X0 |
| SPORT AND EVENT MARKETING II HONORS* | CTE | MH325X0 |
| SUSTAINABLE AGRICULTURE PRODUCTION I | CTE | AU212X0 |
| SUSTAINABLE AGRICULTURE PRODUCTION I HONORS | CTE | AU215X0 |
| SUSTAINABLE AGRICULTURE PRODUCTION II | CTE | AU222X0 |
| SUSTAINABLE AGRICULTURE PRODUCTION II HONORS | CTE | AU225X0 |
| TEACHING AS A PROFESSION I HONORS | CTE | FE215X0 |
| TEACHING AS A PROFESSION II FIELD EXPERIENCE HONORS* | CTE | FE235X0 |
| TEACHING AS A PROFESSION II HONORS* | CTE | FE225X0 |
| TECHNOLOGICAL DESIGN HONORS* | CTE | CT115X0 |
| TECHNOLOGICAL DESIGN* | CTE | CT112X0 |
| TECHNOLOGY ENGINEERING AND DESIGN | CTE | CT102X0 |
| TECHNOLOGY ENGINEERING AND DESIGN HONORS | CTE | CT105X0 |
| TURFGRASS MANAGEMENT* | CTE | AL432X0 |
| VETERINARY ASSISTING HONORS | CTE | AA415X0 |
| AMERICAN HISTORY | ECS | 9345AX0 |
| AMERICAN HISTORY I | ECS | 9342AX0 |
| APPLIED SCIENCE | ECS | 9331AX0 |
| BIOLOGY A | ECS | 9332AX0 |
| BIOLOGY B | ECS | 9333AX0 |
| CIVICS AND GOVERNANCE I | ECS | 9340AX0 |

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| CIVICS AND GOVERNANCE II | ECS | 9341AX0 |
| ECONOMICS AND PERSONAL FINANCE | ECS | 9344AX0 |
| EMPLOYMENT ADJUSTMENT | ECS | 9610AX0E |
| ENGLISH/LANGUAGE ARTS I | ECS | 9310AX0 |
| ENGLISH/LANGUAGE ARTS II | ECS | 9311AX0 |
| ENGLISH/LANGUAGE ARTS III | ECS | 9312AX0 |
| ENGLISH/LANGUAGE ARTS IV | ECS | 9313AX0 |
| FINANCIAL MANAGEMENT I | ECS | 9322AX0 |
| FINANCIAL MANAGEMENT II | ECS | 9323AX0 |
| FOUND PRIN USA&NC: CIVIC LITERACY | ECS | 9346AX0 |
| NC MATH 1 B | ECS | 9325AX0 |
| NC MATH 1 A | ECS | 9324AX0 |
| NC VOCATIONAL PREPARATION | ECS | 9391AX0 |
| PHYSICAL EDUCATION | ECS | 60292X0 |
| SKILLS IN INDEPENDENT LIVING | ECS | 9610AX0C |
| SOCIALIZATION LEISURE SKILLS | ECS | 9610AX0B |
| VOCATIONAL EXPERIENCE | ECS | 9610AX0A |
| WORK RELATED BEHAVIOR | ECS | 9610AX0D |
| WORLD HISTORY | ECS | 9347AX0 |
| ADVANCED FORENSICS HONORS | ELA | 10185X0A |
| ADVANCED RESEARCH AND FORENSICS HONORS | ELA | 10185X0B |
| AFRICAN AMERICAN LITERATURE | ELA | 10252X0A |
| AFRICAN AMERICAN LITERATURE HONORS | ELA | 10255X0J |
| AP ENGLISH LANGUAGE AND COMPOSITION | ELA | 1A007X0 |
| AP ENGLISH LITERATURE AND COMPOSITION | ELA | 1A017X0 |
| ARGUMENT THEORY AND PRACTICE HONORS | ELA | 10185X0D |
| CREATIVE WRITING I | ELA | 10252X0D |
| CREATIVE WRITING I HONORS | ELA | 10255X0D |
| CREATIVE WRITING II | ELA | 10252X0H |
| CREATIVE WRITING II HONORS | ELA | 10255X0K |
| CULTURAL MEDIA LITERACY | ELA | 10252X0E |
| CULTURAL MEDIA LITERACY HONORS | ELA | 10255X0E |
| ENGLISH I | ELA | 10212X0 |
| ENGLISH I HONORS | ELA | 10215X0 |

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| ENGLISH II | ELA | 10222X0 |
| ENGLISH II HONORS | ELA | 10225X0 |
| ENGLISH III | ELA | 10232X0 |
| ENGLISH III HONORS | ELA | 10235X0 |
| ENGLISH IV | ELA | 10242X0 |
| ENGLISH IV HONORS | ELA | 10245X0 |
| INTEGRATED READING | ELA | 10252X0F |
| INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA | ELA | 10312X0B |
| LEADERSHIP IN MEDIA I HONORS | ELA | 10255X0C |
| LEADERSHIP IN MEDIA II HONORS | ELA | 10255X0M |
| NEWSPAPER I | ELA | 10312X0G |
| NEWSPAPER II | ELA | 10322X0B |
| NEWSPAPER II HONORS | ELA | 10325X0A |
| NEWSPAPER III | ELA | 10332X0 |
| NEWSPAPER III HONORS | ELA | 10335X0 |
| SHAKESPEARE | ELA | 10252X0L |
| SHAKESPEARE HONORS | ELA | 10255X0L |
| SPEECH I | ELA | 10142X0 |
| SPEECH I HONORS | ELA | 10145X0 |
| SPEECH II | ELA | 10152X0 |
| SPEECH II HONORS | ELA | 10155X0 |
| STRUCTURED WRITING | ELA | 10252X0J |
| THE HUMAN EXPERIENCE HONORS | ELA | 10255X0B |
| TRENDS AND MOVEMENTS IN YOUNG ADULT LITERATURE | ELA | 10252X0M |
| TWENTIETH CENTURY CLASSICS HONORS | ELA | 10255X0R |
| YEARBOOK I | ELA | 10312X0A |
| YEARBOOK II | ELA | 10322X0H |
| YEARBOOK II HONORS | ELA | 10325X0D |
| YEARBOOK III | ELA | 10332X0A |
| YEARBOOK III HONORS | ELA | 10335X0A |
| ADVANCED LANGUAGE SUPPORT FOR MLs (PART I) | ESL | 10382X08 |
| ADVANCED LANGUAGE SUPPORT FOR MLs (PART II) | ESL | 10382X082 |
| ESL APPLIED | ESL | 10382X0C |
| ESL I (PART I) | ESL | 10382X02 |
| ESL I (PART II) | ESL | 10382X03 |

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| ESL II (PART I) | ESL | 10382X04 |
| ESL II (PART II) | ESL | 10382X05 |
| ESL III (PART I) | ESL | 10382X06 |
| ESL III (PART II) | ESL | 10382X062 |
| ESL IV (PART I) | ESL | 10382X07 |
| ESL IV (PART II) | ESL | 10382X072 |
| ADVENTURE EDUCATION | HL | 60292X0G |
| AFJROTC I/HEALTHFUL LIVING I A | HL | 95012X0AA |
| AFJROTC I/HEALTHFUL LIVING I B | HL | 95012X0BB |
| AFJROTC III | HL | 95032X0A |
| AFJROTC III HONORS | HL | 95035X0A |
| AFJROTC IV | HL | 95042X0A |
| AFJROTC IV HONORS | HL | 95045X0A |
| AJROTC I/ HEALTHFUL LIVING I A | HL | 95012X0A |
| AJROTC II/ HEALTHFUL LIVING I B | HL | 95022X0B |
| AJROTC III | HL | 95032X0A |
| AJROTC III HONORS | HL | 95035X0A |
| AJROTC IV | HL | 95042X0A |
| AJROTC IV HONORS | HL | 95045X0A |
| COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE | HL | 60092X0G |
| HEALTHFUL LIVING I | HL | 60492X0 |
| HEALTHFUL LIVING I HONORS | HL | 60495X0 |
| JROTC II | HL | 95022X0BB |
| LEADERSHIP, DRILL, AND CEREMONIES | HL | 95022X0D |
| LEADERSHIP, DRILL, AND CEREMONIES HONORS | HL | 95025X0 |
| LIFETIME SPORTS I | HL | 60292X0D |
| LIFETIME SPORTS II | HL | 60292X0E |
| NJROTC I/HEALTHFUL LIVING I A | HL | 95012X0A |
| NJROTC II /HEALTHFUL LIVING I B | HL | 95022X0B |
| NJROTC III | HL | 95032X0A |
| NJROTC III HONORS | HL | 95035X0A |
| NJROTC IV | HL | 95042X0A |
| NJROTC IV HONORS | HL | 95045X0A |
| PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS) | HL | 60292X0T |

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| PEPI II | HL | 60292X0U |
| PERSONAL HEALTH & FITNESS | HL | 60092X0K |
| PHYSICAL FITNESS I | HL | 60602X0 |
| SPORTS MEDICINE I | HL | 60632X0 |
| SPORTS MEDICINE II | HL | 60642X0 |
| SPORTS MEDICINE III HONORS | HL | 60655X0 |
| SPORTS MEDICINE IV HONORS | HL | 60665X0 |
| TEAM SPORTS I | HL | 60292X0J |
| TEAM SPORTS II | HL | 60292X0K |
| WEIGHT TRAINING AND CONDITIONING I | HL | 60292X0A |
| WEIGHT TRAINING AND CONDITIONING II | HL | 60292X0B |
| WEIGHT TRAINING AND CONDITIONING III | HL | 60292X0L |
| AP CALCULUS: AB | MA | 2A007X0 |
| AP CALCULUS: BC | MA | 2A017X0 |
| AP COMPUTER SCIENCE A* | MA | 2A027X0 |
| AP PRECALCULUS | MA | 2A047X0 |
| AP STATISTICS | MA | 2A037X0 |
| CCRG MATH | MA | 20132X0 |
| DISCRETE MATH FOR COMPUTER SCIENCE HONORS | MA | 24015X0 |
| FOUNDATIONS OF NC MATH 1 (MATH 1A) (ELECTIVE CREDIT) | MA | 20902X0 |
| FOUNDATIONS OF NC MATH 2 (ELECTIVE CREDIT) | MA | 20912X0 |
| FOUNDATIONS OF NC MATH 3 (ELECTIVE CREDIT) | MA | 20922X0 |
| INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT) | MA | 20202X0 |
| MATH PLUS HONORS (ELECTIVE CREDIT) | MA | 28005X0L |
| MATHEMATICAL ANALYSIS HONORS | MA | 28005X0J |
| NC MATH 1 | MA | 21092X0 |
| NC MATH 1 HONORS | MA | 21095X0 |
| NC MATH 1B | MA | 21092X0B |
| NC MATH 2 | MA | 22092X0 |
| NC MATH 2 HONORS | MA | 22095X0 |
| NC MATH 3 | MA | 23092X0 |
| NC MATH 3 HONORS | MA | 23095X0 |
| NC MATH 4 | MA | 24092X0 |
| NC MATH 4 HONORS | MA | 24095X0 |

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| AMERICAN HISTORY I | OCS | 9247BX0 |
| AMERICAN HISTORY II | OCS | 9248BX0 |
| AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS | OCS | 9249BX0 |
| APPLIED SCIENCE | OCS | 9231BX0 |
| BIOLOGY | OCS | 9232BX0 |
| EMPLOYMENT PREP I SCIENCE | OCS | 9260BX0 |
| EMPLOYMENT PREP II CITIZENSHIP 1A | OCS | 9261BX0 |
| EMPLOYMENT PREP II CITIZENSHIP 1B | OCS | 9262BX0 |
| EMPLOYMENT PREP III CITIZENSHIP 2A | OCS | 9263BX0 |
| EMPLOYMENT PREP III CITIZENSHIP 2B | OCS | 9264BX0 |
| EMPLOYMENT PREP IV MATH | OCS | 9265BX0 |
| ENGLISH I | OCS | 9210BX0 |
| ENGLISH II | OCS | 9211BX0 |
| ENGLISH III | OCS | 9212BX0 |
| ENGLISH IV | OCS | 9213BX0 |
| FINANCIAL MANAGEMENT | OCS | 9222BX0 |
| FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY | OCS | 9251BX0 |
| INTRODUCTION TO MATHEMATICS | OCS | 9220BX0 |
| MATH IA (ELECTIVE CREDIT) | OCS | 9610BX0E |
| NC MATH 1 | OCS | 9225BX0 |
| VOCATIONAL EXPERIENCE CAREER TRAINING | OCS | 9610BX0A |
| ACADEMIC DECATHLON | OTH | 96102X0B1 |
| COMMUNITIES IN SCHOOLS I | OTH | 96102X0G |
| COMMUNITIES IN SCHOOLS II | OTH | 96102X0H |
| FRESHMEN SEMINAR | OTH | 96102X0E |
| INDEPENDENT STUDY SKILLS | OTH | 96102X0W |
| LIBRARY MEDIA STUDIES | OTH | 96102X0HH |
| OTHER PROGRAM AREA INTERNSHIP (NON-CTE) | OTH | 96102X0A |
| SEMINAR | OTH | 96102X0D |
| ANATOMY AND PHYSIOLOGY | SC | 33302X0 |
| ANATOMY AND PHYSIOLOGY HONORS | SC | 33305X0 |
| AP BIOLOGY | SC | 3A007X0 |
| AP CHEMISTRY | SC | 3A017X0 |
| AP ENVIRONMENTAL SCIENCE | SC | 3A027X0 |

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| AP PHYSICS C: ELECTRICITY AND MAGNETISM | SC | 3A037X0 |
| AP PHYSICS C: MECHANICS | SC | 3A047X0 |
| AP PHYSICS I-ALGEBRA BASED | SC | 3A057X0 |
| AP PHYSICS II –ALGEBRA BASED | SC | 3A067X0 |
| ASTRONOMY | SC | 35402X0 |
| ASTRONOMY HONORS | SC | 35405X0 |
| BIOLOGY | SC | 33202X0 |
| BIOLOGY HONORS | SC | 33205X0 |
| CHEMISTRY | SC | 34202X0 |
| CHEMISTRY HONORS | SC | 34205X0 |
| EARTH SCIENCE/ENVIRONMENTAL SCIENCE | SC | 35012X0 |
| EARTH SCIENCE/ENVIRONMENTAL SCIENCE HONORS | SC | 35015X0 |
| FORENSIC SCIENCE | SC | 30202X0D |
| FORENSIC SCIENCE 2 HONORS | SC | 30205X0A2 |
| FORENSIC SCIENCE HONORS | SC | 30205X0A |
| INTRO TO PRINCIPLES OF BIOLOGY | SC | 30202X0A |
| INTRODUCTION TO METEOROLOGY | SC | 30202X0L |
| INTRODUCTION TO METEOROLOGY HONORS | SC | 30205X0L |
| MARINE ECOLOGY | SC | 35352X0A |
| MARINE ECOLOGY HONORS | SC | 35355X0 |
| PHYSICAL SCIENCE | SC | 34102X0 |
| PHYSICS | SC | 34302X0 |
| PHYSICS HONORS | SC | 34305X0 |
| PRINCIPLES OF HUMAN INHERITANCE | SC | 30202X0J |
| PRINCIPLES OF HUMAN INHERITANCE HONORS | SC | 30205X0D |
| RESEARCH METHODS AND TECHNIQUES | SC | 30202X0G |
| RESEARCH METHODS AND TECHNIQUES HONORS | SC | 30205X0E |
| CURRICULUM ASSISTANCE | SPED | 96102X0K |
| CURRICULUM ASSISTANCE (10) | SPED | 96102X0M |
| CURRICULUM ASSISTANCE (11) | SPED | 96102X0Q |
| CURRICULUM ASSISTANCE (12) | SPED | 96102X0R |
| CURRICULUM ASSISTANCE (9) | SPED | 96102X0L |
| CURRICULUM ASSISTANCE RESOURCE HI | SPED | 96102X0T |
| CURRICULUM ASSISTANCE RESOURCE VI | SPED | 96102X0U |

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| HIGH SCHOOL READING | SPED | 96102X0SP |
| INDEPENDENT STUDY SKILLS | SPED | 96102X0W |
| INTRODUCTION TO COMMUNICATION SKILLS (READING) | SPED | 96102X0P |
| 21ST CENTURY GLOBAL GEOGRAPHY | SS | 45052X0 |
| 21ST CENTURY GLOBAL GEOGRAPHY HONORS | SS | 45055X0 |
| AFRICAN AMERICAN STUDIES | SS | 46012X0 |
| AFRICAN AMERICAN STUDIES HONORS | SS | 46015X0 |
| AMERICAN HISTORY | SS | 43112X0 |
| AMERICAN HISTORY HONORS | SS | 43115X0 |
| AP AFRICAN AMERICAN STUDIES | SS | 4A107X0 |
| AP COMPARATIVE GOVERNMENT & POLITICS | SS | 4A007X0 |
| AP EUROPEAN HISTORY | SS | 4A017X0 |
| AP HUMAN GEOGRAPHY | SS | 4A027X0 |
| AP MACROECONOMICS | SS | 4A037X0 |
| AP MICROECONOMICS | SS | 4A047X0 |
| AP PSYCHOLOGY | SS | 4A057X0 |
| AP UNITED STATES HISTORY | SS | 4A077X0 |
| AP US GOVERNMENT AND POLITICS | SS | 4A067X0 |
| AP WORLD HISTORY: MODERN | SS | 4A097X0 |
| CONTEMPORARY LAW AND JUSTICE | SS | 48002X0J |
| CONTEMPORARY LAW AND JUSTICE HONORS | SS | 48005X0J |
| CONVERSATIONS IN DIVERSITY | SS | 48002X0E |
| CONVERSATIONS IN DIVERSITY HONORS | SS | 48005X0E |
| ECONOMICS AND PERSONAL FINANCE | SS | 43192X0 |
| ECONOMICS AND PERSONAL FINANCE HONORS | SS | 43195X0 |
| FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY | SS | 43182X0 |
| FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY HONORS | SS | 43185X0 |
| HOLOCAUST AND GENOCIDE STUDIES | SS | 48032X0 |
| HOLOCAUST AND GENOCIDE STUDIES HONORS | SS | 48035X0 |
| LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS | SS | 48002X0D |
| LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS HONORS | SS | 48005X0D |
| PSYCHOLOGY HONORS | SS | 44035X0 |
| RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY | SS | 48002X0A |
| RELIGIONS IN WORLD CULTURES/THE BIBLE IN HISTORY (HN) | SS | 48005X0G |

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| SOCIOLOGY HONORS | SS | 44005X0 |
| SOCIOLOGY/ PSYCHOLOGY | SS | 48002X0B |
| WORLD HISTORY | SS | 43032X0 |
| WORLD HISTORY HONORS | SS | 43035X0 |
| AP FRENCH LANGUAGE & CULTURE | WL | 1A037X0 |
| AP GERMAN LANGUAGE AND CULTURE | WL | 1A047X0 |
| AP LATIN | WL | 1A077X0 |
| AP SPANISH LANGUAGE & CULTURE | WL | 1A087X0 |
| AP SPANISH LITERATURE & CULTURE | WL | 1A097X0 |
| FRENCH I | WL | 11012X0 |
| FRENCH II | WL | 11022X0 |
| FRENCH III HONORS | WL | 11035X0 |
| FRENCH IV HONORS | WL | 11045X0 |
| FRENCH V HONORS | WL | 11055X0 |
| GERMAN I | WL | 11612X0 |
| GERMAN II | WL | 11622X0 |
| GERMAN III HONORS | WL | 11635X0 |
| GERMAN IV HONORS | WL | 11645X0 |
| GERMAN V HONORS | WL | 11655X0 |
| LATIN I | WL | 12412X0 |
| LATIN II | WL | 12422X0 |
| LATIN III HONORS | WL | 12435X0 |
| LATIN IV HONORS | WL | 12445X0 |
| LATIN V HONORS | WL | 12455X0 |
| SPANISH HERITAGE I | WL | 11492X0 |
| SPANISH HERITAGE II HONORS | WL | 11505X0 |
| SPANISH I | WL | 11412X0 |
| SPANISH II | WL | 11422X0 |
| SPANISH III HONORS | WL | 11435X0 |
| SPANISH IV HONORS | WL | 11445X0 |
| SPANISH V HONORS | WL | 11455X0 |

*Indicates CTE Concentrator

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