



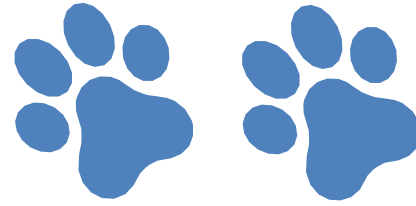
MILLBROOK
HIGH SCHOOL
COURSE
CURRICULUM
GUIDE
2021-2022

Millbrook Magnet

High School

Course Curriculum Guide

2021-2022



Dear Parents and Students:

Individual needs, interests, abilities and educational objectives differ from student to student. Students may plan to attend a two or four-year college or university, enroll in a vocational and/or technical school, pursue a military career or enter the work force directly after high school. It is essential that careful planning and appropriate choices are made during the registration period to ensure that each student is prepared for graduation as well as a productive and successful future.

The Wake County Public School System sets all policies for grade level promotions and graduation requirements. Millbrook teachers and counselors will give information and assistance in course selection to students; however, students and their parents/guardians must accept final responsibility for selecting courses needed to meet specific goals. Please see the Wake County Public School System High School Planning Guide 2021-2022 for additional information and assistance in addition to using this MHS 2021-2022 Curriculum Guide.

Spring registration provides students with information, guidance and time to select their courses. From these requests, Millbrook will make decisions regarding the hiring and scheduling of teachers, the purchase of instructional supplies, and the assignment of courses. Intensive planning to construct a master schedule will provide for the requests of the majority of students. Because of the need for this advanced planning, registration is a commitment of students to take the courses selected.

The Student Services Department wants students to be successful in meeting their academic/career goals; therefore, we make every possible effort to assist students and parents/guardians in making the best choices. The school counselors will be happy to assist in planning a program of study based on the student's objectives and teacher recommendations. Students may schedule appointments to meet with their counselor. Parents/Guardians are encouraged to call and make an appointment with the school counselor to discuss their child's college and career options as well

Sincerely,

MHS Student
Services

Wake County Public School System programs are staffed and offered without regard to race, sex, age, color, religion, national origin, citizenship status, political affiliation or disability.

Millbrook Student Services

Academic Counselors & Administrators

Alpha	Name	Phone Number 919-850-8787
A-CL	Jenny Cahoon, Counselor Natasha Wilson, Admin.	Ext. 21456 Ext. 21467
CO-HE	Glenn Flowers, Counselor Charles Patton, Admin.	Ext. 21457 Ext. 21468
HI-ME	Shaunte' Adams, Counselor Duane Flowers, Admin.	Ext. 21459 Ext. 21454
MI-R	Sally Geyer, Counselor Sebastian Shipp, Admin.	Ext. 21499 Ext. 21466
S-Z	Wendy Levin, Counselor Melanie Sanchez, Admin.	Ext. 21458 Ext. 21464

Additional Resources

- Dail Midgette, Assistant Principal for Instruction, ext. 21462
 - Vanessa Barnes, Dean of Students, ext. 21455
 - Charlotte Nagy, School Psychologist, ext. 21425
- Quincy Dowden, Student Assistance Program Counselor, ext. 21416
 - Jahyeda Casiano, School Social Worker, ext. 21446
- Dr. Brooksie Sturdivant, Intervention Coordinator, ext. 21424
 - Emily Belcher, Special Education Chair, ext. 21426
- Darlene Frazier, Career Development Coordinator, ext. 21440
 - Carol Sockman, School Nurse, ext. 21413
- Loren Baron, IB Diploma Programme Coordinator, ext. 21426
- Lashonda Haddock, IB Middle Years Programme Coordinator, ext. 21414
 - Renee Patterson, Registrar, ext. 21472
 - Chris Bunting, Data Manager, ext. 21474
 - Jill Drabot, Office Manager, ext. 21478

General Information

GRADUATION REQUIREMENTS *

Graduation Requirements

Wake County Public School System's high schools utilize a 4 by 4 Block schedule, with the exception of Broughton, Enloe, Garner, and Millbrook. Broughton, Enloe Garner, and Millbrook operate on a 4-period A/B yearlong 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	25 hours of community service per year
Cary	4x4 Block	26	
Crossroads FLEX	4x4 Block	26	
East Wake	4x4 Block	26	
Enloe	A/B Day	22-26 *	
Fuquay-Varina	4x4 Block	26	
Garner	A/B Day	26	
Green Hope	4x4 Block	26	
Heritage	4x4 Block	26	
Holly Springs	4x4 Block	26	
Knightdale	4x4 Block	26	
Leesville	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	
Southeast Raleigh	4x4 Block	26	
Wake STEM Early College	4x4 Block	22	
Vernon Malone CCA	4x4 Block	22	
Wakefield	4x4 Block	26	
Wake Early College	4x4 Block	22	
Wake Forest	4x4 Block	26	
Wake Young Men's Leadership	4x4 Block	22	
Wake Young Women's Leadership	4x4 Block	22	
Willow Springs	4x4 Block	26	

*

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering 9th grade in 2013-14 and prior must earn a total of 900 work hours. Students

entering in 2014-15 and later must earn a total of 600 work hours. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy.

Students must satisfy all course, credit, and testing requirements for at least one diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. A chart listing specific course requirements for graduation can be found on p. 8.

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 NC Math 1 and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance statement* on the student's IEP.

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

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

Career Endorsement Requirements	College Endorsement Requirements
<ul style="list-style-type: none"> ☐ Student has completed the Future Ready Core mathematics sequence of Math 1, Math 2, Math 2I (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student's post-secondary plans. ☐ Student has completed a CTE concentration in one of the approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/) ☐ Student has earned an unweighted GPA of at least 2.6. ☐ Student has earned at least one industry-recognized credential. 	<p>Option 1: College Endorsement</p> <ul style="list-style-type: none"> ☐ Student has completed the Future Ready Core mathematics sequence of Math 1, Math 2, Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements or meets the North Carolina Community College System's Multiple Measures Placement policy. ☐ Student has earned an unweighted GPA of at least 2.6. <p>Option 2: College/UNC Endorsement</p> <ul style="list-style-type: none"> ☐ Student has completed the Future Ready Core mathematics sequence of Math 1, Math 2, Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements. ☐ Student has completed three units of science including at least one physical science, one biological science and one laboratory science course, which must include either physics or chemistry. ☐ Student has completed two units of a world language. ☐ Student has earned an unweighted GPA of at least 2.5.

Global Languages Endorsement
<ul style="list-style-type: none"> • The student shall earn a combined 2.5 GPA 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 and in accordance with the guidelines developed by the North Carolina Department of Public Instruction. <ul style="list-style-type: none"> ○ 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 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 policy described in GCS-M-001. • Limited English Proficiency students shall complete all the requirements above and reach "Developing" proficiency per the World-Class Instructional 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, including as a seal attached to their diplomas. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

Students Entering 9th Grade in 2012-2013 and beyond		
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 prerequisite.
Science	3	Physics or Chemistry, Biology, and Earth/Environmental Science
Social Studies	4	World History, American History I & II, and American History: The Founding Principles, Civics & Economics; Entering 9 th grade in 2020-21: World History, an American History course, A Founding Principles course (either Civics & Economics or Civic Literacy), Economics and Personal Finance
Healthful Living	1	Health and Physical Education
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 and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
	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 or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses
	OR	
	2	Two higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as: -AP / IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project
Total Credits	25 OR 24+ NCGP	

Graduation Requirements Chart

CONTENT AREA	For Ninth Graders Entering in 2013 and Later	For Ninth Graders 2017 and later												
	FUTURE-READY CORE	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)												
English	4 Credits 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 student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence; the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</i>	3 Credits Introduction to Mathematics, Algebra I (NC Math I), Financial Management												
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 CREDITS Applied Science, Biology												
Social Studies	4 Credits World History (or AP World History), American History I: The Founding Principles and American History II (or AP US History + one additional Social Studies elective), and American History: Founding Principles, Civics & Economics	2 CREDITS American History I or American History II and American History: Founding Principles, Civics and Economics Students entering 9 th Grade 2016 or earlier American History I and II												
World Language	2 credits required to meet minimum application requirements for UNC system.	Not required												
Health and Physical Education	1 CREDIT Healthful Living I*	1 CREDIT Healthful Living I*												
Specific Electives	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)	6 Credits Occupational Preparation I, II, III, IV Completion of Work-Based Hours as follows: Students Entering 9th Grade 2014 or later 600 Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">School-based vocational training</td> <td style="width: 30%;">150 hours</td> </tr> <tr> <td>Community-based vocational training</td> <td>225 hours</td> </tr> <tr> <td>Competitive paid employment</td> <td>225 hours</td> </tr> </table> Students Entering 9th Grade 2013 or earlier 900 Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">School-based vocational training</td> <td style="width: 30%;">300 hours</td> </tr> <tr> <td>Community-based vocational training</td> <td>240 hours</td> </tr> <tr> <td>Competitive paid employment</td> <td>360 hours</td> </tr> </table> Completion and presentation of a Career Portfolio containing all of the required components	School-based vocational training	150 hours	Community-based vocational training	225 hours	Competitive paid employment	225 hours	School-based vocational training	300 hours	Community-based vocational training	240 hours	Competitive paid employment	360 hours
School-based vocational training	150 hours													
Community-based vocational training	225 hours													
Competitive paid employment	225 hours													
School-based vocational training	300 hours													
Community-based vocational training	240 hours													
Competitive paid employment	360 hours													
Career Technical Education		4 Credits CTE electives												
Additional Electives	4 Credits													
Total	26 Credits	22 Credits												

*Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(e).

Scheduling High School Courses for Middle School Students

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. WCPSS has determined that the following courses will be available to middle school students beginning with the 2014-15 school year.

Please note that teacher-led courses taught for high school credit at the middle school level 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 *	22092Y0V	22092Y0
NC Math 3 *	23092Y0V	23092Y0
Precalculus	24032Y0V	24032Y0
World Language		
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. All other courses will be taken in addition to, not in place of, the prescribed curriculum (i.e. Earth Science does not replace 8th grade science).***

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.**

* MS students do not receive Honors credit

HIGH SCHOOL COURSES FOR MIDDLE SCHOOL STUDENTS FAQs

Frequently Asked Questions

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

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

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

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

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

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

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- Only grades earned in high school are included in a student's high school GPA.
- Students retaking a course that they previously passed to build a stronger foundation will not receive elective credit for the second attempt with the course.
- Students repeating a course for credit will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect 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.

World Language Courses for High School Credit

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

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

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

Successful completion of all courses included in the Level I Curriculum series

3. Are students required to take a final exam for the course?

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

Mathematics Courses for High School Credit

4. Is there a placement exam?

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

5. Are students required to take a standard exam for the course?

Students taking NC Math 1 must take the NC Math 1 End of Course Test, which counts as 20% of their final grade. Students taking NC Math 2, AFM, or Precalculus must take the North Carolina Final Exam (NCFE), which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End of Course 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.

UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS

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

UNC SYSTEM ADMISSION (Effective Fall 2006)
Six (6) credits in language , including <ul style="list-style-type: none">• Four (4) credits in English emphasizing grammar, composition, and literature, and• Two (2) credits of a language other than English
Four (4) credits in mathematics* in any of the following combinations: For students entering high school prior to 2012-13: <ul style="list-style-type: none">• Algebra I and II, Geometry, and one credit beyond Algebra II• Algebra I and II, and two credits beyond Algebra II, or• Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III For students entering high school in 2012-13 and beyond: <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 twelfth 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 U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p>

Promotion Requirements

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

Apex, Apex Friendship, Athens Drive, Broughton, Cary, Crossroads FLEX, East Wake, Fuquay-Varina, Garner, Green Hope, Green Level, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh High School, South Garner, Wake Forest, and Wakefield 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 in social studies, one in science, and two additional credits	12
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

Longview, Phillips, SCORE Academy**, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career 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 in social studies, and one in science	8
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	14

Enloe--beginning with students entering ninth grade in 2016 or later, promotion requirements will match those listed with the other comprehensive high schools in the 1st box.

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and two additional credits	5
10	English II, one credit in mathematics, one in social studies, one in science, and one additional credit	10
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	15

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

****SCORE Academy B will work in consultation with the student's assigned based school for promotion to the next grade level.**



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 and 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.

Class Rank

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

To determine class rank, each high school uses final course grades, dividing the total number of quality points earned by the total number of units of credit attempted. The results are rounded to the fourth decimal place. For students who entered 9th grade in 2014/15 prior, Advanced Placement (AP) courses carry two extra quality points, and honors (HN) courses carry one extra quality point. For students who entered 9th grade in 2015-16 or later, Advanced Placement (AP) courses carry one (1.0) extra quality point, and honors (HN) 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 through the third nine weeks of the senior year for any senior honors or awards. At Wake Early College, Wake STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy the Senior Honors Rank is calculated through the seventh semester. Due to having blocked courses in the schedule, Millbrook High School does not calculate a senior honors rank.

Latin Honors

Beginning in 2018-19, the 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

New Enrollees

Information on school assignment can be obtained by accessing the WCPSS School Assignment website at <http://assignment.wcpss.net/>, calling the Office of Student Assignment at 919-431-7333, or contacting a nearby school. School contact information can be found at <http://www.wcpss.net> [Click on View Our School \(Upper Left Corner\)](#).

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

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

For all other exceptions to the above information, contact the Office of Student Assignment.

TRANSFER CREDIT

Students transferring into a Wake County Public School System high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school, 2009 and beyond, may be able to earn high school credit in certain areas.

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

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

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

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

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

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

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

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

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

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

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

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

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

EARLY GRADUATION

(Six semesters or less)

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

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

Procedures for Early Graduation:

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

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

If a student has met graduation requirements through the early graduation planning process and the school has issued 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 mid-year of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester.

TRANSCRIPTS

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

WCPSS high schools provide each currently enrolled high school student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$5.00 charge for each additional paper transcript, after the first three. In order for a paper transcript to be "official," it must be sent from the high school office to the college, university, or organization without the student or parent handling it.

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

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

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

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

Grading System

QUALITY POINTS for students entering 9th grade prior to 2015-16:

LETTER GRADE	STANDARD COURSES	HONORS COURSES	AP/IB COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

: Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn two extra quality points. N.C. State Board of Education Policy GRAD-009 (Section 3).

[http://www.ncwise.org/Documents/course information/CAA transfer course list appendix Feb2018.pdf](http://www.ncwise.org/Documents/course%20information/CAA%20transfer%20course%20list%20appendix%20Feb2018.pdf)

Note: Students in selected Project Lead the Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) NC State Board of Education Policy GRAD-009 (Section 3).

QUALITY POINTS for students entering 9th grade in 2015-16 and beyond:

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

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point. N.C. State Board of Education Policy GRAD-009 (Section 3).

***[http://www.ncwise.org/Documents/course information/CAA transfer course list appendix Feb2018.pdf](http://www.ncwise.org/Documents/course%20information/CAA%20transfer%20course%20list%20appendix%20Feb2018.pdf)**

Note: Students in selected Project Lead the Way courses will earn one extra quality point. (Extra weighting is indicated in the course description.) N.C. State Board of Education Policy GRAD-009 (Section 3).

GRADING SCALE for all students beginning with the 2015-16 school year:

A = 90 – 100

B = 80 - 89

C = 70 - 79

D = 60 – 69

F = less than 60

I = incomplete

WP = withdrawal, no penalty WF = withdrawal with an F

GRADING PERIODS / INTERIMS / REPORT CARDS

Report cards are issued to students every nine weeks. Per Wake County School Board Policy 3400, interim reports will be issued to all students at the mid-point of each quarter.

2021-2022

Millbrook High School

Curriculum/Departmental

Information

***Full course descriptions are in the Wake County Planning Guide posted on the Student Services website.**

MATHEMATICS COURSES

The high school mathematics course of study is based upon the national Common Core State Standards for Mathematics (CCSS-M) adopted by the North Carolina State Board of Education in June, 2010.

The Common Core Standards specify the mathematics that all students should study in order to be college and career ready. To see a complete list of standards please go to www.corestandards.org. 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 <https://tinyurl.com/2021MathSequence>.

INTRODUCTORY MATHEMATICS (ELECTIVE 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 manipulates and appropriate technology.

FOUNDATIONS OF MATH 1 (ELECTIVE CREDIT)

NOTE: This course should support students in Math 1

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Math IB, this course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on

a single count or measurement variable. The 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.

MATH1

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

MATH PLUS Honors (ELECTIVE CREDIT)

Recommended prerequisite(s): Marginal proficiency in Math 1 in 8Th grade

Special Topics in Mathematics deepens the understanding of mathematical concepts covered in Math 1 to ensure that students are successful in future math courses that involve the State Standards for Mathematics. 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 Math 2.

FOUNDATIONS OF MATH 2 (ELECTIVE CREDIT)

Recommended prerequisite(s): Marginal proficiency in Math 1; paired with Math 2

Foundations of 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 Math 2. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

MATH 2

Recommended prerequisite(s): Math

1

In 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 Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric 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 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 Math 2. The final exam is the North Carolina Final Exam for Math 2.

MATH 2 (HONORS)

Recommended prerequisite(s): Math

1

In 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 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 power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric 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 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 Math 2 explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math 2. The final exam is the North Carolina Final Exam for Math 2.

MATH 3

Recommended prerequisite(s): 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 polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of 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 apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for Math 3. The final exam is the North Carolina Final Exam for Math 3.

MATH 3 (HONORS)

Recommended prerequisite(s): Honors 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 polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of 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 apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for Math 3. The final exam is the North Carolina Final Exam for Math 3.

4TH MATH COURSES

The following mathematics courses are accepted as the 4th level mathematics course required for graduation under the Future Ready Core. If interested, see your counselor to discuss Community College mathematics course options that 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

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)

Recommended prerequisite(s): Honors NC Math 3

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

PRECALCULUS (HONORS)

Recommended prerequisite(s): Honors Algebra II or Honors Math 3

Precalculus is the Honors level of Advanced Functions and Modeling. The Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective. This course is accepted as the fourth math for admission to UNC System institutions. . The final exam is the North Carolina Final Exam for Precalculus.

ADVANCED PLACEMENT STATISTICS

Recommended prerequisite(s): Honors Algebra II, Honors Math 3, or Advanced Functions and Modeling

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 Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED PLACEMENT CALCULUS: AB

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 Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED PLACEMENT CALCULUS: BC

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 Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institutions.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION

Prerequisite (s): Common Core Math III

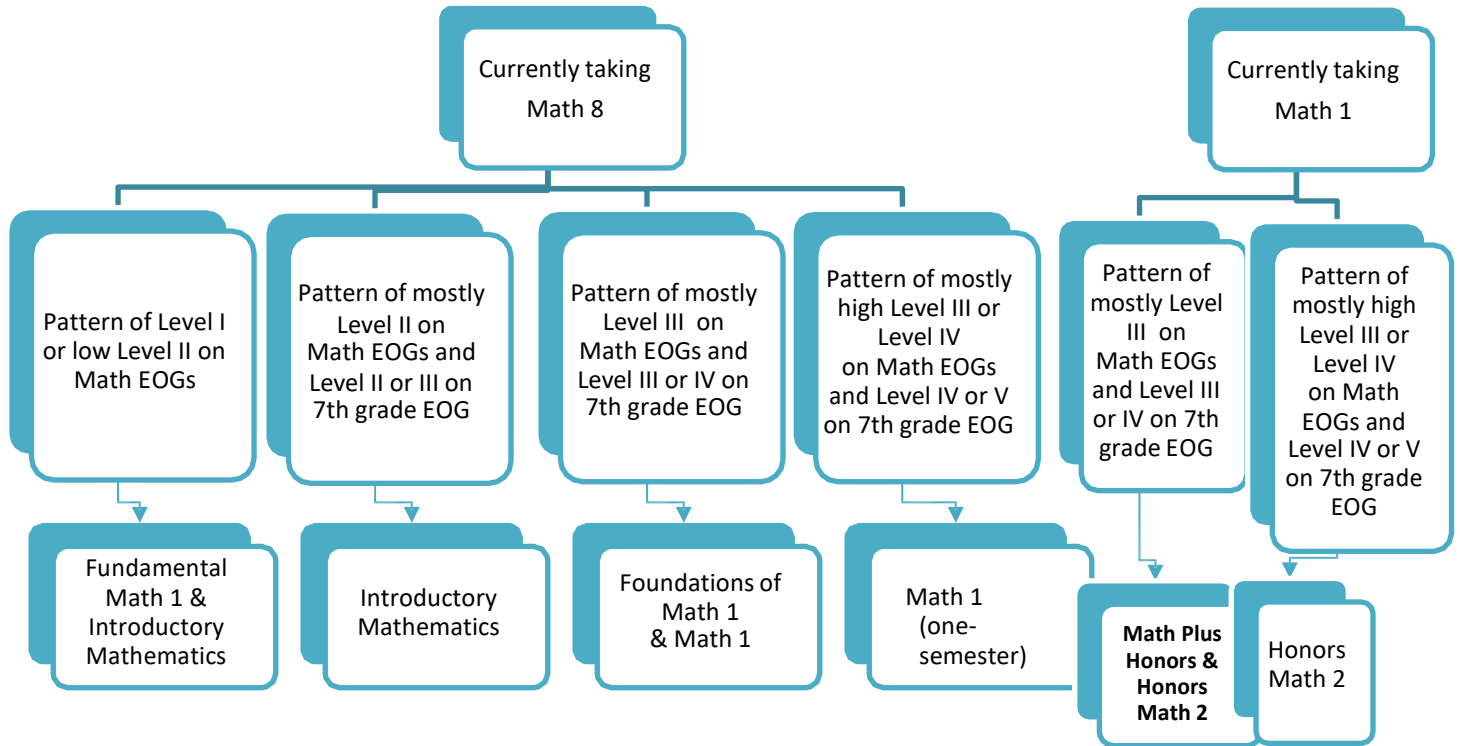
The IB DP Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Topics studied will include: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

IB MATHEMATICS: ANALYSIS AND APPROACHES

Prerequisite (s): Calculus AB BC

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Topics studied will include: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

Decision Tree for Recommended Math Placement for Rising 9th Graders



Some things to keep in mind as you make recommendations:

- ☐ When making recommendations, be aware of the following paired courses:
 - Fundamental Math 1 & Introductory Math – Fundamental Math must be followed by Intro Math; however, if a student does not need Fundamental Math, Intro Math can stand alone.
 - Foundations of Math 1 & Math 1– Student must take both courses to complete the entire Math 1 curriculum.
 - Math Plus Honors Math 2 – Special Topics should be followed by Honors Math 2; however, if a student does not need Special Topics to review key Math 1 topics and preview Math 2 content, Honors Math 2 can stand alone.
- ☐ We noted last year that several students who took Math 1 in 8th grade are enrolled in Academic Math 2. If at all possible, these students should enroll in Honors Math 2. If they need to review topics from Math 1 before going to Honors Math 2, they should be enrolled in Special Topics.
- ☐ Students have the option of repeating Math 1 or Math 2 in high school for elective credit.

Language A Courses

ENGLISH

All grades offer honors and academic levels of English with Advanced Placement (AP) and International Baccalaureate (IB) being offered in grades 11 and 12. Instructors will work with their current students to recommend the most appropriate level placement for the next year.

The following guidelines are used to determine level placement in English: Academic

English I, II, III, IV – Offered at the corresponding grade level

Appropriate for students with basic reading, writing and critical thinking skills.

Honors English I, II, III, IV -- Offered at the corresponding grade level

Appropriate for students with strong or developing reading, writing, and critical thinking skills.

AP English Language, III – Offered to 11th grade students only.

Students should meet all criteria for honors English and should consider recommendation from previous English instructor.

AP English Literature, IV – Offered to 12th grade students only.

Should meet all criteria for honors English and should consider recommendation from previous English instructor.

IB English III & IV – Students should be in the International Baccalaureate Program.

****NOTE: Students taking AP and IB are reminded that this is a college-level course and requires additional work beyond the typical high school course. College credit can be earned based on the score earned on the AP and IB exams which all students enrolled in these courses are expected to take.***

Yearbook and Newspaper -- Students must apply in order to be accepted into either Yearbook or Newspaper. Procedures and guidelines for applying are as follows:

1. Submit an application to Mrs. Putnam.
2. The application must be completed according to the deadlines.
3. When the selection process is complete, the course selections of the selected students will be adjusted according to your course specifications.

Core Course Choices in English

Grade 9

English I

This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on comprehension and expressive writing. Students will explore ways that audience, purpose, and context shape oral communication, written communication, and media and technology. The emphasis will be on personal expression; however, students will also explore communication for expository, argumentative, and literary purposes. This course provides a review of grammar, mechanics, vocabulary, and usage as needed. Students should expect homework assignments and compositions that reinforce classroom instruction. The writing at this level is focused on grammatical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

English I Honors

This honors course is designed to challenge the academically advanced, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. Students will explore ways that audience, purpose, and context shape oral communication, written communication, and media and technology. The emphasis will be on personal expression; however, students will also explore communication for expository, argumentative, and literary purposes. This 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. The writing at this level is focused on grammatical correctness, fluency, and structure. Homework is a reinforcement and extension of classroom instruction. The student is expected to function at or above grade level in communication and thinking skills.

Grade 10

English II

This academic world literature course is designed for the student who aspires to post-secondary college or vocational 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. All sophomores will complete their MYP Personal Project during this course.

English II Honors

This honors course is designed to challenge the academically advanced, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. Students will read, discuss, and write about world literature (excluding American and British authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, although the emphasis will be placed on explanatory contexts. This 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. All sophomores will complete their MYP Personal Project during this course.

Grade 11

English III

This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. This course addresses reading comprehension and critical writing, with the focus being on critical analysis of texts through reading, writing, speaking, listening, and using media. Students should expect homework assignments and compositions that reinforce classroom instruction. Writing 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

This honors course is designed to challenge the academically advanced, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected American literature and appropriate oral and written responses. Students will analyze American literature as it reflects social perspectives and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis will be on the critical analysis of texts through reading, writing, speaking, listening, and using media. 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 – English III

Advanced Placement Language and Composition is a challenging course designed for highly motivated and successful students who are interested in pursuing college credit while still in high school. This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language, as well as 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 for this course. Because this course meets the needs of academically gifted or highly motivated 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 can expect extensive reading assignments (including a summer reading assignment) as well as assignments assigned virtually through College Board's new AP Classroom website.

IB Language & Literature SL - English III

IB Language and Literature is a two-year Higher Level (HL) IB course. In addition to satisfying the IB Group 1 Diploma requirement, the course will also fulfill the NCSCS English requirements for grades 11 and 12. Through the study of various texts from around the world, this course will foster original, organized critical thinking and develop analytical reading/writing/oral skills, as well as develop a sense of international-mindedness and an understanding of cultural choices and motivations beyond the students' own perspectives. IB Language and Literature will focus on the study of language and literature with four key concepts in mind: studying language in a cultural context, examining the way

language is used in media and mass communication, studying the relationship between literature and the cultural context in which it is written, and reading literature with a critical eye towards analysis, interpretation, and evaluation. IB Language and Literature will include an internal assessment that requires students to offer an oral commentary on the way that one literary work and one non-literary body of work studied approach a common global issue.

Grade 12

English IV

This academic British literature course is designed for the student who aspires to post-secondary college or vocational 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 IV Honors

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

AP English Literature – English IV

Advanced Placement Literature and Composition is a challenging course designed for highly motivated and successful students who are interested in pursuing college credit while still in high school. Students read a variety of literary works (primarily British) representing different literary periods and genres, and they engage in the analysis of those works from a number of critical perspectives. Students deepen their understanding of the ways in which writers use language to provide both meaning and pleasure for their readers. Students are challenged to discuss structure, style, and theme, as well as the use of figurative language, imagery, symbolism, and tone in their analyses of selected works. Students can expect extensive reading assignments (including a summer reading assignment) along with frequent in-class, timed writing assignments in what is a difficult but very rewarding course. Students enrolled in this course area expected to take the College Board Advanced Placement Test.

IB Language & Literature HL

IB Language and Literature HL is the second year and continuation of the IB Language and Literature from the first year of the IB Diploma Programme. At the end of this course, students will take an externally assessed IB exam and will submit one written work completed during the course for assessment by an IB examiner. Each of these assessments will contribute towards the student's IB grade and will count towards the earning of an IB Diploma. Students must be enrolled in the IB Diploma Programme.

Elective Choices in English

Creative Writing I

This writing intensive course will allow students in grades 9-10 to improve the quality and creativity of their writing while working through a variety of genres. Units will include poetry, short fiction, novella writing, drama, screenwriting, and will culminate in a multi-genre portfolio. Throughout the course, students will practice with voice, character development, description, imitation, and using plot structure inventively. Strong emphasis will be placed on writing practice through prompts and the students' interests, revising, and the study of professional writing. Students will be expected to share their work and workshop the writing of others.

Creative Writing I Honors

In this course, students will study the elements of creative expression and production through mentor texts and original poetry, short story, memoir, drama, and essay. Students will use a writer's workshop course structure of self- and peer-evaluation and multiple revisions to produce publishable works of literature. Students will be expected to develop an extended project of work over time, responding to feedback and revising for a specific audience, such as a school literary magazine.

Creative Writing II Honors

This elective course is open to 11th and 12th graders (10th graders can take the course if they have successfully passed Creative Writing 1) who have successfully completed Creative Writing I or who have prior permission of the instructor. This course is designed for students interested in extending their understanding of the Creative Writing process at a more intensive and extensive level than Creative Writing I. Students taking this course will write extended and polished responses to course assignments, participate in peer review panels, and submit work to the school's literary magazine.

Speech I

This elective course, open to 9th and 10th graders, is designed for both beginning and experienced speakers. This course 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, while giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate.

Speech I Honors

This elective course, open to 9th and 10th graders, is designed for students who are 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

This course hones public speaking skills so that students may more rewardingly engage in competitive speaking and debate. Class activities are modeled on local, statewide, and national events expected by the National Forensics League. Included are dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-

Douglas debate, extemporaneous speaking, and original oratory. All students who want to take their skills to the next level would derive much benefit and pleasure from the curriculum.

Speech II Honors

This honors course is open to students in grades 11-12 regardless of whether they took Speech 1. Sophomores may take Speech II Honors only if they have completed Speech 1. Class activities are modeled on local, statewide, and national events expected by the National Forensics League. Included are 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 and the resources available through advanced research.

The Human Experience (Honors)

This literature-based course is intended for those students in grades 11-12 who are 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.

Trends and Movements in Young Adult Literature

This elective course, open to students to grades 9-10, is a survey course on the development and changing visions of Young Adult Literature from 1969 to the present. Students will examine themes and trends in literature that has been written specifically for teens. Students read young adult novels, drama, short stories, and poetry. They participate in literature circles, write analyses of works, do research and develop projects. To be successful in this course, students must enjoy reading and be comfortable speaking and writing about what they read.

Journalism Elective Choices in English

Newspaper

Levels I, II and III

Newspaper is open to students in grades 10-12 who go through the application process and who are accepted onto the staff. The overall purpose of the course is to publish the school newspaper, *Cat Talk*. This includes both a print edition and online edition. Skills that students will learn include journalistic writing, interviewing, advertising, digital photography, and desktop publishing. In Newspaper I, the initial position is that of staff reporter, but the opportunity to hold an editorial position increases with commitment, dedication, and seniority as students move on to Newspaper II and III. Students in Newspaper II and III may earn honors credit at the discretion of the adviser. Interested students should see the adviser for an application and to get additional information.

Yearbook

Levels I, II and III

Yearbook is open to students in grades 10-12 who go through the application process and who are accepted onto the staff. The overall purpose of the course is to create and publish *The Laurel*, the school's annual yearbook. Skills that students will learn include copy and caption writing, interviewing, advertising, digital photography, and desktop publishing. In Yearbook I, the initial position is that of staff writer, but the opportunity to hold an editorial position

increases with commitment, dedication, and seniority as students move on to Yearbook II and III. Students in Yearbook II and III may earn honors credit at the discretion of the adviser. Interested students should see the adviser for an application and to get additional information.

**Leadership in Media Honors
Levels I and II**

This course is open to editors in Newspaper and Yearbook who hold leadership positions. Students in this course are still on the newspaper or yearbook staff, but this course allows them to further their leadership skills, while working with the staff that they have mentored. In level I of this course, junior students will coach and mentor peers, set and manage deadlines, lead instruction, and produce a collaborative product that serves the school and community. In level II, seniors will continue all of the expectations from level I, as well as conduct meetings, foster creativity and productivity within the staff, and establish a collaborative and communicative environment. Student eligibility will be determined by the adviser.

English Scope and Sequence Recommendations

Freshmen

English I
English I - Honors

Sophomores

English II
English II - Honors

Juniors

English III
English III - Honors
AP English Lang III
IB English

Seniors

English IV
English IV - Honors
AP English Lit IV
IB English

Electives:

Speech 1-Honors
Young Adult
Literature
Creative Writing 1-
Honors

Electives:

Creative Writing 1-
Honors
Speech 1
Speech 1- Honors
Young Adult
Literature
Newspaper
Yearbook

Electives:

Creative Writing II
Creative Writing II-
Honors
Speech II
Speech II Honors
Human Experience Honors
Newspaper
Yearbook

Electives:

Speech II
Speech II - Honors
Creative Writing II
Creative Writing II -H
Human Experience - H
Yearbook
Newspaper

Humanities Courses

NC DPI changed Humanities graduation requirements for freshmen entering in 2012. Freshmen will now need four Humanities credits in order to graduate.

Course Options for Rising 9th Graders

World History

World History Honors **OR**

American History: Founding Principles, Civics/Economics Honors, Civic Literacy or Civic Literacy Honors

AP World History* See counselor for criteria

Humanities Required Courses

World History **OR** World History Honors **OR** AP World History (10)

American History: Founding Principles, Civics/Economics **OR** American History: Founding Principles, Civics/Economics Honors

American History Part I **and** Part II (academic or honors) **OR** AP US History (11)* **OR** IB History of the Americas

*Students taking APUSH instead of American History I and American History II will need one additional Humanities elective to fulfill state graduation requirements.

Humanities Electives

African American Studies

Holocaust & Genocides Honors/11-12

Law & Justice/11-12

Lessons of Vietnam Honors/12

Sociology/Psychology/11-12

Psychology Honors/11-12

Sociology Honors/11-12

Conversations in Diversity Honors 10-12

AP European History/11-12

AP US Government/11-12

AP Psychology/10-12

AP Human Geography/10-12

AP World History/9-12

IB Courses

IB History of the Americas/11

IB 20th Century Topics/12

IB World Religions/11 or 12**

IB Sociology & Cultural Anthropology/11 or 12**

** Courses are available for open enrollment.

Sequence Options

American History: Founding Principles Civics/Economics Honors or Civic Literacy → AP World History → APUSH
OR IB OR

American History I & II (Honors/Academic)

World History (H/A) → American History: Founding Principles Civics (H/A) or Civic Literacy → APUSH **OR IB OR**
American History I & II (Honors/Academic)

H=Honors, A=Academic

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

REQUIRED COURSES

For students who entered high school as **freshmen prior to 2012-2013**, North Carolina requires them to take World History, Civics and Economics, and United States History, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

For students who enter high school as **freshmen in 2012-13**, North Carolina requires them to take World History, American History I: The Founding Principles, American History II, and Civics & Economics, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

WORLD HISTORY

This course will address 11 periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

WORLD HISTORY (HONORS)

This honors course is designed to challenge students. This course will address 11 periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

ADVANCED PLACEMENT WORLD HISTORY

This course concentrates on the patterns of global processes and contacts in interaction with different types of human societies. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students build an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to C. E. (the common era). Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS

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

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY

FOUNDING PRINCIPLES OF THE USA AND NC: CIVIC LITERACY (HONORS)

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.

AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS)

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

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES

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

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES (HONORS)

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

AMERICAN HISTORY II

Recommended prerequisite(s): American History I: The Founding Principles

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

AMERICAN HISTORY II (HONORS)

Recommended prerequisite(s): American History I: The Founding Principles

This honors course is designed to challenge students. In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an

understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement United States History is a course that is equivalent to an introductory level American History at the college level. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history from the age of discovery to the present. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

HUMANITIES ELECTIVES

AFRICAN AMERICAN STUDIES

AFRICAN AMERICAN STUDIES (HONORS)

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.

LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS (HONORS)

The first half of this honors course focuses on the Vietnam War and related themes. Topics include the geography, history, and culture of Southeast Asia; social protest movement history; worldwide response, problems of refugees and veterans; and Southeast Asia today. The second half is a historical study of major trends and issues in the post-World War II era with a focus on the growing interdependence of world nations. Emphasis is placed on American decision-making process in foreign affairs. Current problems, policies, and programs of the government are analyzed.

HOLOCAUST AND GENOCIDE IN WORLD STUDIES (HONORS)

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.

PSYCHOLOGY (HONORS)

This 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.

SOCIOLOGY (HONORS)

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.

CONVERSATIONS IN DIVERSITY (HONORS)

This course is for students to explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading and

writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change. Students will have the opportunity to participate in field trips for this course.

SOCIOLOGY/ PSYCHOLOGY

This course provides an overview in the areas of Sociology and Psychology as a combined full-credit elective. Students will learn about the general background of the major aspects of sociology and study the basic forces of social relationships as they influence the values, behavior, and knowledge of man. Additionally, students will study the story and growth of psychology as a science. Through an inquiry-based approach, students will analyze basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health and gain an understanding of the way people develop an identity as individuals and as members of their societies and cultures.

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT EUROPEAN HISTORY

Recommended Prerequisite (s): World History

AP European History is equivalent to introductory European History at the college level. It covers the time from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Advanced Placement Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial natures of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT PSYCHOLOGY

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 sub fields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT US GOVERNMENT AND POLITICS

Recommended Prerequisites): **AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS & ECONOMICS**

This course is a survey of the United States national political system. This course is heavily content-oriented, examining 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 Advanced Placement test.

ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement United States History is a course that is equivalent to an introductory level American History at the college level. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history from the age of discovery to the present. Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test. The one-year course fulfills both requirements for American history. Students would need to take one more Humanities elective.

ADVANCED PLACEMENT WORLD HISTORY

This course concentrates on the patterns of global processes and contacts in interaction with different types of human societies. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students build an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to C. E. (the common era). Substantial out-of-class reading, writing, and research are expected. Students enrolled in this course are expected to take the College Board Advanced Placement test.

INTERNATIONAL BACCALAUREATE COURSES

IB SOCIAL AND CULTURAL ANTHROPOLOGY

Open to all MHS students

Social and cultural anthropology is the comparative study of culture and human societies and the exploration of the general principles of social and cultural life. The course places emphasis on comparative perspectives that make cultural assumptions explicit, and contributes to an understanding of contemporary real-world issues such as war and conflict, the environment, poverty, injustice, and human rights. Students enrolled in this course are required to take the IB assessment for the course.

IB WORLD RELIGIONS

Open to all MHS students

The IB DP world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others

SCIENCE

To graduate from High School in North Carolina, each student must earn a minimum of three science credits. One of each must be in: a Biological Science, a Physical Science and an Earth Science.

It is recommended that all students take a diversity of science courses and take more science classes than the minimal graduation requirement. Students who are college bound should also consider potentially earning college credit by enrolling in AP level courses. Some colleges require that students take four core science classes: biology, chemistry, earth/environmental science and physics, as well as additional science electives. This is especially true if your intended major is science related.

Science courses are designed in levels to suit the needs of students. Honors level courses are rigorous and fast-paced. Previous performance in Science courses and teacher recommendation should be considered in course selection. Descriptions of science courses at Millbrook High School correlate with the Wake County Public Schools Curriculum Guide. All science courses follow the North Carolina Standard Course of Study.

CORE SCIENCES

EARTH SCIENCE

This course is laboratory-based science class emphasizing the function of the earth's system. Emphasis is placed on the human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system.

EARTH SCIENCE (HONORS)

Prerequisites: 11th or 12th grade, Successful completion of Biology and Physical Science or Chemistry

This course is designed for students who have already taken science courses at the high school level. The contents and principles for Earth and Environmental Science are taught but in greater depth and magnitude at a more rapid pace for students who already have established lab and inquiry skills.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE - *Recommended prerequisite(s): Teacher recommendation and A, or B in both Honors Biology and Honors Chemistry.* 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 course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

BIOLOGY

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal process from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

BIOLOGY (HONORS)

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

ADVANCED PLACEMENT BIOLOGY - *Recommended prerequisite(s): Teacher Recommendation and A or B in both Honors Biology and Honors Chemistry; paired with Research Methods Honors.* Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the

organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICAL SCIENCE

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 may provide students with a better understanding of the processes of science.

CHEMISTRY - *Recommended prerequisite(s): A or B in Math 2.*

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral part of this course.

CHEMISTRY (HONORS) - *Recommended prerequisite(s): A in Math 2.*

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

ADVANCED PLACEMENT CHEMISTRY - *Recommended prerequisite(s): Teacher Recommendation and A or B in both Math 3 and Honors Chemistry; paired with Research Methods Chemistry Honors.* Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICS - *Recommended prerequisite(s): A or B in Math 2.*

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.

ADVANCED PLACEMENT PHYSICS 1 – Algebra Based *Recommended prerequisite(s): A in Math 2 and completion or coregistration of Math 3.*

This is the introductory course for students wishing to study physics at a more challenging level. AP Physics 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. No prior course work in physics is necessary to students to enroll in AP Physics 1.

ADVANCED PLACEMENT PHYSICS II – Algebra based – *Must have taken AP Physics 1.* This course 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.

IB BIOLOGY – *IB Biology is a two-year course that satisfies the IB Diploma Programme science requirement. Prerequisite requirement – Biology (academic or honors)*

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. By studying biology in the Diploma Programme, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

IB CHEMISTRY – *IB Chemistry is a two-year course that satisfies the IB Diploma Programme science requirement. Prerequisite requirement – Chemistry (honors).*

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. The IB chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

IB PHYSICS – *IB Physics is a two-year course that satisfies the IB Diploma Programme science requirement AND the NC physical science graduation requirement. No required prerequisites*

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying IB physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES – *No required prerequisites*

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

ADDITIONAL SCIENCE ELECTIVES

ANATOMY AND PHYSIOLOGY (HONORS) - *Recommended prerequisite(s): 11th or 12th grade , A or B in both Honors Biology and Honors Chemistry* This course is designed for the student with a strong background and interest in biology. Students with strong interest in pursuing a biological/medical career path should consider this course. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology. Multiple animal dissections required to include cow, pig, cat organs and specimens.

ASTRONOMY

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

FORENSIC SCIENCE (HONORS) - *Recommended prerequisite(s): 11th or 12th grade, Successful completion (A, B or C) in Biology and Chemistry.* In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The activities will include traditional methods in addition to modern biotechnological techniques.

MARINE ECOLOGY – Prerequisite: Biology (11th & 12th grade)

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.

POSSIBLE COURSE SEQUENCES IN SCIENCE

1 st Year	2 nd Year	3 rd Year	4 th Year
Honors Biology	AP Physics or Honors Chemistry AND AP Environmental Science	AP Science (Chemistry, Biology or Physics) or Science elective	AP Science (Chemistry, Biology or Physics) or Science elective
Honors Biology	AP Physics or Honors Chemistry	AP Environmental Science or Honors Earth/Environmental Science	AP Science (Chemistry, Biology or Physics) or Science elective
Honors Biology	Physics, Chemistry or Physical Science	Honors Earth/Environmental Science	Physics, Chemistry or science elective
Academic Earth/Environmental Science	Physical Science	Academic or Honors Biology	Chemistry, Physics or science elective
Academic Earth/Environmental Science	Academic Biology	Physical Science	Chemistry or Physics or science elective

Making Student Recommendations for rising 9th graders at Millbrook High School

Data Indicators for 9 th -grade Student Recommendations for Millbrook Science			
Data Source	Threshold	Recommendation	Moving Ahead....
7 th and 8 th Grade ELA and Math Course Grades	A or B in Math 1	Honors Biology	For grades 10-12, any student making an A or B at any level consider strongly placing them in the next highest level
OR			
7 th Grade Language Arts and Math EOG	4.0-5.0	Honors Biology	For Grade 11, the Biology EOC may help identify students who would benefit from access to higher rigor
	3.0 and below	Academic Earth/Environmental Science	
AND/OR			
EVAAS Predicted Score for Biology EOC	Levels 3.5-5	Honors Biology	Reminder: EVAAS Predictions are functions of other data points, so this idea should be used to confirm your recommendation, not to change a recommendation
	Below 3.5	Academic Earth/Environmental Science	

LANGUAGE B (World Languages) Courses

Millbrook High School offers Chinese, French, Latin, and Spanish. Generally, colleges and universities require a minimum of two credits of the same second language for admission; however, many competitive schools favor three consecutive years of the same language. Very competitive students should consider four or more credits of the same language, including Advanced Placement (AP) or Diploma Programme (DP) courses*.

Second Language teachers will work with their current students to determine the most appropriate level placement. Registration for continuing courses beyond level two requires teacher recommendations.

*See International Baccalaureate Scope and Sequence for more information.

The following should be considered when registering for second language courses:

- | | |
|---------------------------|--|
| Level I | It is suggested that students have earned a minimum of a “C” in their English course and are expected to function at grade level in grammar and communication skills. |
| Level II | Departmental guidelines suggest a minimum of a “C” in level 1. Rising 9 th graders who have completed two or more full years of a language must post a satisfactory score on the Millbrook High Placement Test. |
| Level III, IV, DP, and AP | Students are required to have earned a minimum of a “B” in prior levels, have a strong commitment to second language learning, AND be recommended by their teacher. |

The chart that follows will assist students in making appropriate Second Language course selections, based on their interests, goals and pathways. All incoming ninth graders are encouraged to register for a level 1 course unless completed at the middle school level. **All students should strongly consider their course load, pathway, and English grades when registering for a Second Language course.**

Second Language Suggested Course of Sequence Options for rising 9th Graders

Available	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p>If you... ...have previous Middle School language experience and recommendation from teacher</p>	<p>Second Language Level 2 (a placement test will be given)</p>	<p>Second Language Level 3(a placement test will be given)</p>	<p>Second Language Level 4 or Diploma Programme Year 1</p>	<p>Advanced Placement Language, Literature or Diploma Programme Year 2</p>

...are identified AG in English or Math ...have excellent study habits and attendance ...are highly motivated	Second Language Level 1	Second Language Level 2	Second Language Level 3 or Diploma Programme Year 1	Second Language Level 4 or Diploma Programme Year 2
Recommended for students on the College-Prep pathway or to meet UNC two-year requirement	_____	Second Language Level 1	Second Language Level 2	(Optional) Second Language Level 3

**Second Language Suggested Course of Sequence
Options for Upperclassmen**

**Available Languages:
Chinese, French, Latin, and Spanish**

What plans of study do you have?	9th Grade	10th Grade	11th Grade	12th Grade
Recommendation for students on the College-Prep pathway or to meet UNC two-year requirement	_____	Second Language Level 1	Second Language Level 2	(Optional) Second Language Level 3
For students who want to take upper level courses or Diploma Programme Years 1 and 2	Second Language Level 1	Second Language Level 2	Second Language Level 3 or Diploma Programme Year 1	Second Language Level 4 or Diploma Programme Year
Options for those who wish to study more than one language	Second Language Level 1	Second Language Level 2	New Third Language Level 1	New Third Language Level 2

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

Chinese I

This course is an introduction to the study of the Chinese language and culture. Students perform the most basic functions of Chinese and become familiar with some elements of the culture. The emphasis is placed on the developments of the four skills, listening, speaking, reading and writing. Within a given context extending outside the classroom setting and when possible the content is connected with the students' lives and experiences and includes exposure to everyday customs. Grammar is rarely integrated instead students will learn certain sentence patterns and generate their own sentences.

Cultural perspectives and practices are integrated throughout the course. Students acquire some insight into Chinese culture by comparing the Chinese language and culture to their own. Integration of other disciplines is ongoing throughout the course.

Chinese II

Recommended prerequisite: Chinese I

Students enrolled in this course have successfully completed a level one course in high school or have placed out of level one due to previous languages study or established propensity.

This course provides students with opportunities to continue the development of their listening speaking reading and writing skills. Students participate in short conversational situations by combining and recombining learned elements of languages orally.

By the end of this course students are able to satisfy basic survival needs and interact on issues of everyday life inside and outside of the classroom setting.

Chinese III Honors

Recommend prerequisite: Chinese II

Students enrolled in this course have successfully completed a level two course in high school or have placed out level one due to previous languages study or established propensity.

This course provides students with opportunities to continue the development of their listening speaking reading and writing skills. Students participate in short conversational situations by combining and recombining learned elements of languages orally and in writing.

They compose sentences, which narrate, describe, compare and summarize familiar topics from target language and culture. Focus is placed on understanding main ideas in simple text.

By the end of this course students will have developed a better understanding of the similarities and differences between cultures and languages and examine the influence of the beliefs and values on the target cultures. Integration of other disciplines is ongoing throughout the course.

Chinese IV (Honors)

Recommended prerequisite: Chinese III

Students enrolled in this course have either successfully completed level one and two course in high school level or have placed out of levels due to previous language study.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills, as they create language and access a variety of materials on familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify and describe in series sentences, related sentences and short cohesive passages.

During this course students will continue to refine their knowledge of Chinese culture by examining the interrelationship of other cultures to their own. They will do this by demonstrating behaviors appropriate in Chinese culture and by applying their knowledge and skills inside and outside the custom setting. Integration of other disciplines is ongoing throughout course.

FRENCH I

Recommended prerequisite(s): French I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

FRENCH II

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the student's lives and experience, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own, Integration of other disciplines is ongoing throughout the course.

FRENCH III (HONORS)

Recommended prerequisite(s): French II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels I and II due to previous language study and /or established proficiency. This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course

FRENCH IV (HONORS)

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 fairly 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, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

ADVANCED PLACEMENT FRENCH LANGUAGE

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.

This course follows the prescribed curriculum of the Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

SPANISH FOR NATIVE SPEAKERS I:

Prerequisite: Ability to speak and comprehend conversational Spanish

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

SPANISH FOR NATIVE SPEAKERS HONORS II:

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 student 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 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.

Note: This course may be taken in middle or high school. The objectives for Heritage Language Level II, which is the equivalent of a Level III as modern language course, are written at the honors level; therefore, this course is always assigned to category H (1point)

SPANISH I

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

SPANISH II

Recommended prerequisite(s): Spanish I

Students enrolled in this course have successfully completed a Level I course at middle or high school or have placed out Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate,

describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

SPANISH III (HONORS)

Recommended prerequisite(s): Spanish II

Students enrolled in this course have either successfully completed Level I and II course at the middle or high school level or have placed out of Levels I and II due to previous language study and /or established proficiency . This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

SPANISH IV (HONORS)

Recommended prerequisite(s): Spanish III Honors

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 fairly 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, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

ADVANCED PLACEMENT SPANISH LANGUAGE

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 Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

LATIN I

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

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)

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.

Latin IV (Honors)

Recommended prerequisites: Latin III

Students enrolled in this course have successfully completed a level III course in high school or have placed out due to previous Latin study and/or established proficiency.

A major focus of Level IV is on the reading of authentic texts with grammar taught in contexts of the readings. Emphasis is placed on five figures of speech, analysis and essay writing.

English as a Second Language Program

ESL I (Yearlong)

This course is recommended for Comprehensive students who scored between Entering (Level 1) and Emerging (Level 2) on the Reading and Writing subtests of the W-APT or ACCESS tests. Students in this course can generally utilize words, phrases or chunks of language with simple grammatical constructions and/or multiple related sentences with compound grammatical constructions within both social and academic constructs. This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

ESL II (Yearlong)

The course is recommended for Comprehensive/Moderate students who scored between Emerging (Level 2) and Developing (Level 3) on the Reading and Writing subtests of the W-APT or ACCESS tests. Students in this course can generally perform the same language tasks as students in ESL I and/or working towards using expanded sentences to express multiple related ideas using repetitive grammatical structures and specific content language within both social and academic constructs. This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

ESL III (A/B)

This course is recommended for Moderate students who scored between Developing (Level 3) and Expanding (Level 4) on the Reading and Writing subtests of the W-APT or ACCESS tests. Students in this course can generally perform the same language tasks as students in ESL I and II and/or working towards creating organized, more complex sentences with varying grammatical structures using technical content-area language with both social and academic constructs. This course is designed to move students along the continuum of language acquisition beginning at their current proficiency levels.

Advanced Language Support for ELLS

This course is recommended for students who qualify for ESL IV when the course is not offered. This course will focus on the finer details of the English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks

MILLBROOK HIGH SCHOOL CAREER & TECHNICAL EDUCATION COURSES
Courses with Associated Credentialing Opportunities or Certifications

<p>Agriculture Mechanics II/Advanced Studies</p> <ul style="list-style-type: none"> • Welding Certification • OSHA 10 <p>Horticulture II/Advanced Studies</p> <ul style="list-style-type: none"> • Certified Young Plant Professional <p>Microsoft Word & PowerPoint</p> <ul style="list-style-type: none"> • Microsoft Office Specialist in Word • Microsoft Office Specialist Expert in Word • Microsoft Office Specialist in PowerPoint <p>Microsoft Excel</p> <ul style="list-style-type: none"> • Microsoft Office Specialist in Excel • Microsoft Office Specialist Expert in Excel <p>Apparel & Textile Production II</p> <ul style="list-style-type: none"> • Pre-professional Certification in Fashion, Textiles, and Apparel <p>Early Childhood II</p> <ul style="list-style-type: none"> • NC Early Childhood Credential (NCECC) <p>Health Science</p> <ul style="list-style-type: none"> • OSHA-10 Certification • CPR/First Aid Certification 	<p>Sports & Entertainment Marketing II Honors</p> <ul style="list-style-type: none"> • Customer Service & Sales <p>Marketing Applications</p> <ul style="list-style-type: none"> • Customer Service & Sales <p>Food & Nutrition II</p> <ul style="list-style-type: none"> • ServSafe <p>Adobe Visual Design</p> <ul style="list-style-type: none"> • Adobe Illustrator • Adobe InDesign • Adobe Photoshop <p>Adobe Video Design</p> <ul style="list-style-type: none"> • Adobe Premier <p>Adobe Digital Design</p> <ul style="list-style-type: none"> • Adobe Dreamweaver <p>Veterinary Assisting Certified Veterinary Assistant – Level 1</p>
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Career Technical Education Student Organizations

All students in career and technical programs have an opportunity to develop and extend their learnings through participation in active career and technical student organizations (CTSOs). Any student enrolled in a career and technical course is eligible for membership in the career and technical student organization associated with that program. The following CTOS are available at Millbrook High School.

- ✓ **FCCLA** (*Family, Career, and Community Leaders of America*) – Family & Consumer Sciences Students
- ✓ **FFA** (*Future Farmers of America*) – Agricultural Education Students
- ✓ **DECA** (*Association of Marketing Students*) – Marketing & Entrepreneurship Education Students
- ✓ **HOSA** (*Future Health Professions*) – Health Sciences Students
- ✓ **TSA** (*Technology Student Association*) – Digital Media Students

Career and Technical Education (CTE) Course Articulation Agreement (Δ)

The local Articulated Course Agreement between Wake County Public Schools and Wake Tech Community College allows students to earn community college course credit in their high school CTE classes.

To earn the community college credit for the CTE courses listed below the student must:

1. Earn a Grade of B or higher in the course
2. Earn a scaled score of A on the CTE post assessment (provided by NC DPI or an approved third party) or Earned a Certification in an In Lieu of Course
3. Enroll at Wake Tech within two years of their high school graduation date

MILLBROOK HIGH SCHOOL CAREER AND TECHNICAL EDUCATION CLUSTERS

To earn the designation of a CTE Concentrator (Student who Majors in a CTE Career Pathway) students will take the entry level course, prerequisite and concentrator (second level course) within the Career Pathway. Students may enhance their course experience by taking one or more technical or soft skill supplemental courses.

* Honors Level Available
^ CTE Articulated Course

Legend
Career Pathway Name
Concentrator Course - Bold
Prerequisite
Entry Level Course
Supplemental Course (1) - <i>Italic</i>

Animal Science
Animal Science II-Small Animal* (AA23)
Animal Science I (AA21)
Sustainable Agriculture Production I (AU21)
<i>Veterinary Assisting (AA41)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Plant Systems
Horticulture II* (AP42)
Horticulture II Landscaping*^ (AP44)
Horticulture I*^ (AP41)
Sustainable Agriculture Production I (AU21)
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Power, Structural, & Technical Systems
Agricultural Mechanics II*^ (AS32)
Agricultural Mechanics I^ (AS31)
Sustainable Agriculture Production I (AU21)
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Sustainable Agriculture
Sustainable Agriculture Production II (AU22)
Sustainable Agriculture Production I (AU21)
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Interior Design
Interior Design II*^ (FI52)
Interior Design I (FI51)
Principles of Family & Human Services (FC11)
<i>Adobe Visual Design (II31)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Healthcare Professional
Health Science II*^ (HU42)
Health Science I*^ (HU40)
Foundations of Health Science (HU10)
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Entrepreneurship
Entrepreneurship II* (ME12)
Entrepreneurship I* (ME11)
Principles of Business & Finance (BF10)
<i>Marketing^ (MM51)</i>
<i>Microsoft Excel (BM20)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

General Management
Business Management II (BB42)
Business Management I* (BB40)
Principles of Business & Finance (BF10)
<i>Business Law* (BB30)</i>
<i>Microsoft Excel*^ (BM20)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Early Childhood Development & Services	Food & Nutrition
Early Childhood Education I (FE11)(2 credits)	Food & Nutrition II*^ (FN42)
Child Development (FE60)	Food & Nutrition I (FN41)
Principles of Family & Human Services (FC11)	Principles of Family & Human Services (FC11)
<i>Early Childhood Education II*^ (FE12)(2 credits)</i>	<i>MS Word & PowerPoint*^ (BM10)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>	<i>CTE Advanced Studies (CS95)</i>
	<i>CTE Internship* (CS97)</i>

Sports & Entertainment Marketing
Sports & Entertainment Marketing II* (MH32)
Sports & Entertainment Marketing I (MH31)
Marketing^ (MM51)
<i>Entrepreneurship I* (ME11)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>Microsoft Excel*^ (BM20)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Marketing Management
Marketing Applications*^ (MA52)
Marketing^ (MM51)
Principles of Business & Finance (BF10)
<i>Co-Op offered for Marketing/Mark App.</i>
<i>Adobe Visual Design (II31)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>Microsoft Excel*^ (BM20)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Adobe
Adobe Digital Design (II32)
Adobe Video Design (II33)
Adobe Visual Design (II31)
Marketing^ (BM51)
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Apparel & Textile Production
Apparel & Textile Production II* (FA32)
Apparel & Textile Production I (FA31)
Principles of Family & Human Services (FC11)
<i>Fashion Merchandising (MI21)</i>
<i>Entrepreneurship I (ME11)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Digital Design & Animation
Digital Design & Animation II (TS25)
Digital Design & Animation I (TS24)
Adobe Visual Design (II31)
<i>Adobe Digital Design (II32)</i>
<i>Entrepreneurship I* (ME11)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Game Art Design
Game Art Design (TS31)
Digital Design and Animation I (TS24)
Adobe Visual Design (II31)
<i>Adobe Digital Design (II32)</i>
<i>Marketing^ (MM51)</i>
<i>MS Word & PowerPoint*^ (BM10)</i>
<i>CTE Advanced Studies (CS95)</i>
<i>CTE Internship* (CS97)</i>

Millbrook High School Digital Media Career Academy



Mission: To foster twenty-first century skills to ensure our students are able to think creatively, critically, and collaboratively in preparation to compete globally in advanced educational and career settings.

About the DMCA: Began in 2014, the Digital Media Career Academy is an application-based program which exposes students to unique opportunities that will broaden their scope and change the face of their high school experience. Applications are available online and are typically due in late March.

Students will take part in:

- job shadowing opportunities
- an internship with a company of their choice
- numerous on and off-site learning experiences related to both college and career preparation
- project-based learning
- using technologies currently used in the industry

Digital Media Career Academy Course Sequence

(additional core and elective courses are the choice of the student)

9th Grade	Marketing	English I (honors or academic)	Art I
10th Grade	Adobe Visual Design	English II (honors or academic)	
11th Grade	Digital Media II (honors or academic)	American History I* (honors and academic)	CTE Internship Honors (can be completed during summer between junior and senior year)
12th Grade	Trade & Industry Advanced Studies	American History II* (honors and academic)	

*movement into more rigorous course (AP/IB) permitted upon request with completion of waiver and parental consent

For more information, please contact:

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AGRICULTURAL EDUCATION

ANIMAL SCIENCE I (HONORS)

AA212X0

1 credit

Prerequisite: None

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE II – SMALL ANIMAL*

AA232X0

1 credit

Prerequisite: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE II – SMALL ANIMAL* (HONORS)*

AA235X0

1 credit (HN)

Prerequisite: Animal Science I

In addition to the standard course requirements, Animal Science II- Small 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.

VERTERINARY ASSISTING

AA415X0

1 credit

Prerequisite: Animal Science II or Animal Science II – Small Animals

Recommended Maximum Enrollment: 15

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of the course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning, job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experience. 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. Content in this course aligns with the following industry credentials: Veterinarian Technician.

AGRICULTURAL MECHANICS I

AS312X0

1 credit

Prerequisite: None

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, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AGRICULTURAL MECHANICS II*

AS322X0

1 credit

Prerequisite: Agricultural Mechanics I

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AGRICULTURAL MECHANICS II (Honors)*

AS325X0

1 credit (HN)

Prerequisite: Agricultural Mechanics I

In addition to the standard course requirements, Agricultural Mechanics 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.

HORTICULTURE I

AP412X0

1 credit

Prerequisite: None

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HORTICULTURE II*

AP422X0

1 credit

Prerequisite: Horticulture I

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HORTICULTURE II (HONORS)*

AP425X0

1 credit (HN)

Prerequisite: Horticulture I

In addition to the standard course requirements, Horticulture 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.

HORTICULTURE II – LANDSCAPING*

AP442X0

1 credit

Prerequisite: Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HORTICULTURE II – LANDSCAPING (HONORS)*

AP445X0

1 credit (HN)

Prerequisite: Horticulture I

In addition to the standard course requirements, Horticulture II – Landscaping, 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.

AGRICULTURE ADVANCED STUDIES

CS952X0A

1 credit

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

This culminating course is for juniors and seniors who has earned two technical credits in Agriculture, 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SUSTAINABLE AGRICULTURE I

AU212X0

1 credit

This course provides an overview of the modern agricultural industry. It will allow students to explore the differences between organic and traditional production methods. Units in this course will provide hands on opportunities to develop skills in the plant science, animal science and environmental sciences. The course will utilize on campus learning labs to allow students the opportunity to demonstrate their learning. FFA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SUSTAINABLE AGRICULTURE PRODUCTION II*

AU222X0

1 credit

Prerequisite: Sustainable Agriculture Production 1

This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources

necessary to meet these needs. Twenty first century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower. English language arts, mathematics, and science are reinforced.

SUSTAINABLE AGRICULTURE PRODUCTION II (Honors)***AU222X0****1 credit (HN)**

Prerequisite: Sustainable Agriculture Production 1

In addition to the standard course requirements, 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.

BUSINESS, FINANCE, AND MARKETING EDUCATION**PRINCIPLES OF BUSINESS AND FINANCE****BF102X0****1 credit**

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MICROSOFT WORD & POWERPOINT**BM102X0****1 credit**

Prerequisite: None

Students enrolled in Microsoft Imagine Academy courses benefit from the use of world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom and have the opportunity to apply their skills and knowledge to earn industry-recognized credentials. In this course, students will learn to use the latest versions of Microsoft Word and Microsoft PowerPoint to create, enhance, customize, share, and deliver complex documents and presentations, such as those used in business and industry. Microsoft Publisher, OneNote, and Outlook are supplemental competencies for this course. English language arts are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeships are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry-recognized credential(s): Microsoft Office Specialist in Word, Microsoft Office Specialist in PowerPoint.

MICROSOFT WORD & POWER POINT (HONORS)**BM105X0****1 credit (HN)**

Prerequisite: None

In addition to the standard course requirements for Microsoft Word & PowerPoint, this Honors-level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently, and has a history of high academic achievement. Honors credit will be awarded to students that successfully complete an Honors portfolio for the course that consists of college/career-themed projects and assessments. Students will be expected to take and pass the Microsoft Office Specialist (MOS) certification exams for Microsoft Word and Microsoft PowerPoint.

MICROSOFT EXCEL**BM202X0****1 credit**

Prerequisite: None

Students enrolled in Microsoft Imagine Academy courses benefit from the use of world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom and have the opportunity to apply their skills and knowledge to earn industry-recognized credentials. In this course, students will learn to use the latest versions of Microsoft Excel to analyze, manipulate, and present various types of data. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry-recognized credential(s): Microsoft Office Specialist in Excel, Microsoft Office Specialist in Access.

MICROSOFT EXCEL (HONORS)**BM205X0****1 credit (HN)**

Prerequisite: None

In addition to the standard course requirements for Microsoft Excel & Access, 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 and pass the Microsoft Office Specialist (MOS) certification exam for Microsoft Excel and Microsoft Access.

ENTREPRENEURSHIP I**ME112X0****1 credit**

Prerequisite: MM51 Marketing or BF10 Principles of Business and Finance

Recommended for Grades 10-12

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENTREPRENEURSHIP I (HONORS)**ME115X0****1 credit (HN)**

Prerequisite: MM51 Marketing or BF10 Principles of Business and Finance

Recommended for Grades 10-12

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

ENTREPRENEURSHIP II***ME122X0****1 credit**

Prerequisite: ME11 Entrepreneurship I
Recommended for Grades 10-12

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

MARKETING**MM512X0****1 credit**

Prerequisite: None

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

MARKETING APPLICATIONS***MA522X0****1 credit**

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising
Recommended for Grades 10-12

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and their impact on business decisions. English language arts and social studies are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry-recognizes credential(s): Customer Service and Sales Certification.

MARKETING APPLICATIONS (HONORS)***MA525X0****1 credit (HN)**

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising
Recommended for Grades 10-12

In addition to the standard course requirements for Marketing Applications, 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.

FASHION MERCHANDISING**MI212X0****1 credit**

Prerequisite: None

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

SPORTS AND ENTERTAINMENT MARKETING I**MH312X0****1 credit**

Prerequisite: None

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SPORTS AND ENTERTAINMENT MARKETING II***MH322X0****1 credit**

Prerequisite: MH31 Sports and Entertainment Marketing I

In this course, students will develop a deeper understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry-recognizes credential(s): Customer Service and Sales Certification.

SPORTS AND ENTERTAINMENT MARKETING II (HONORS)***MH325X0****1 credit (HN)**

Prerequisite: MH31 Sports and Entertainment Marketing I

In addition to the standard course requirements for Sports and Entertainment Marketing 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.

BUSINESS LAW**BB302X0****1 credit**

Prerequisite: BF10 Principles of Business and Finance
Recommended for Grades 10-12

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced throughout the course. Work-based learning strategies appropriate for this course include internship, and job shadowing Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BUSINESS LAW (HONORS)**BB305X0****1 credit (HN)**

Prerequisite: BF10 Principles of Business and Finance
Recommended for Grades 10-12

In addition to the standard course requirements for Business Law, this Honor- 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.

BUSINESS MANAGEMENT I***BB402X0****1 credit**

Prerequisite: BF10 Principles of Business and Finance
Recommended for Grades 10-12

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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.

BUSINESS MANAGEMENT I (HONORS)***BB405X0****1 credit (HN)**

Prerequisite: BF10 Principles of Business and Finance
Recommended for Grades 10-12

In addition to the standard course requirements for Business Management, 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.

BUSINESS MANAGEMENT II ***BB415X0****1 credit (HN)**

Prerequisite: BB40 Business Management I
Recommended for Grades 10-12

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.

BUSINESS, FINANCE, AND MARKETING ADVANCED STUDIES**CS952X0B****1 credit**

Prerequisite: Two technical credits in a BFIT Career Cluster, one course must be a completer course
Recommended for Grades 11-12

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 will demonstrate their abilities to use 21st century skills. 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.

FAMILY AND CONSUMER SCIENCES EDUCATION**PRINCIPLES OF FAMILY AND HUMAN SERVICES******FC112X0****1 credit**

Prerequisite: None High School Program Planning Guide 2017-18 41

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

APPAREL AND TEXTILE PRODUCTION I**FA312X0****1 credit**

Prerequisite: None

In this course students are introduced to the Apparel I Textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FFLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

APPAREL AND TEXTILE PRODUCTION II ***FA322X0****1 credit**

Prerequisite: Apparel I

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing Apparel & 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 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 throughout. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

APPAREL AND TEXTILE PRODUCTION II (HONORS) ***FA325X0****1 credit (HN)**

Prerequisite: Apparel I

In addition to the standard course requirement 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. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.

FASHION MERCHANDISING**MI212X0****1 credit**

Prerequisite: None

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

FOODS AND NUTRITION I****FN412X0****1 credit**

Prerequisite: None

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

FOODS AND NUTRITION II - ENTERPRISE****FN422X0****1 credit**

Prerequisite: Foods I OR 7121 Culinary Arts and Hospitality I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FOODS and NUTRITION II – ENTERPRISE (HONORS)****FN425X0****1 credit (HN)**

Prerequisite: Foods I or Culinary Arts and Hospitality I

In addition to the standard course requirements Foods II- Enterprise, 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.

INTERIOR DESIGN I**FI512X0****1 credit**

Prerequisite: None

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

INTERIOR DESIGN II***FI522X0****1 credit**

Prerequisite: Interior Design I

This course prepares students for entry-level and technical work opportunities in the residential and non-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 strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

INTERIOR DESIGN II (HONORS)***FI525X0****1 credit (HN)**

Prerequisite: Interior Design I

In addition to the standard course requirements Interior Design 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.

CHILD DEVELOPMENT**FE602X0****1 credit**

Prerequisite: None

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

EARLY CHILDHOOD EDUCATION I**FE112X0****2 credits**

Prerequisite: Parenting and Child Development is recommended as preparation for this course and students must be 16 by October 1** or 16 by the start date for the course.

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date for the course. http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

EARLY CHILDHOOD EDUCATION II (HONORS)***FE125X0****2 credits (HN)**

Prerequisite: Early Childhood Education I and students must be 16 by October 1** or 16 by the start date of the course.

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course or 16 by the start date of the course. http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES**CS952X0D****1 credit**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

This culminating course is for juniors and seniors who have earned two technical credits in Family and Consumer Sciences, 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. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE EDUCATION**FOUNDATIONS OF HEALTH SCIENCE****HU102X0****1 credit**

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

HEALTH SCIENCE I**HU402X0****1 credit**

Prerequisite: Biology is recommended as a preparation for this course

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing.

Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE I (HONORS)**HU405X0****1 credit (HN)**

Prerequisite: Biology is recommended as a 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.

HEALTH SCIENCE II***HU422X0****1 credit**

Prerequisite: Health Science I or PKTW Human Body System

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing.

Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE II (HONORS)***HU425X0****1 credit (HN)**

Prerequisite: Health Science I or PKTW Human Body System

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.

HEALTH SCIENCE ADVANCED STUDIES**CS952X0E****1 credit**

Prerequisite: Two technical credits in one Career Cluster, one of which is a completer course

This culminating course is for juniors and seniors who have earned two technical credits in Health Science, one of which is a completer course, in the Health Science 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. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TRADE AND INDUSTRIAL EDUCATION AND GAME ART DESIGN PATHWAY**ADOBE VISUAL DESIGN****II312X0****1 credit**

Prerequisite: None

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced.

ADOBE VIDEO DESIGN***II332X0****1 credit**

Prerequisite: Adobe Visual Design II31

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Aligned Industry Credential: Adobe Premiere

ADOBE DIGITAL DESIGN**II322X0****1 credit**

Prerequisite: Adobe Visual Design II31

This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced. Aligned Industry Credential: Adobe Dreamweaver

DIGITAL DESIGN AND ANIMATION I**TS242X0****1 credit**

This introductory course will explore concepts related to digital art and implement the methods used for its practical application. Students will have an opportunity to work, first-hand, with industry-grade hardware and software packages as they explore subjects including, but not limited to: graphic communications, digital multimedia production and editing, 3D modeling and animation. Activities are structured to reinforce concepts of, Mathematics, Physical Science, artistic principles, photography, Cinematography and best practices used in several industries related to computer generated imagery and animation.

DIGITAL DESIGN AND ANIMATION II**TS252X0****1 credit**

Prerequisite: Digital Design & Animation I

This course provides students with advanced skills related to the production and modification of complex computer generated imagery, in particular 3D modeling, effects and animation using industry-grade hardware and software. Students will explore concepts and implement sophisticated techniques to produce high quality 3D models, animated sequences and rendered images. Activities are structured to reinforce concepts of, Mathematics, Physical Science, Material sciences, Anatomy, artistic principles, Photography, Cinematography and best practices used in several fields related to computer generated imagery and animation. This course promotes the development of profession and soft skills relevant to technology and digital media industries. Additionally, this course will prepare students to obtain an industry software certification: Autodesk- 3DS Max

GAME ART DESIGN**TS312X0****1 credit**

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play

technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

CTE TRADE AND INDUSTRIAL ADVANCED STUDIES **CS952X0J** **1 credit**

Prerequisite: Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits in Trade and Industrial Education, 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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

WORK-BASED LEARNING

Work-based learning (WBL) experiences are a valuable component of the Career and Technical Education Program. Students who participate in these learning experiences are better prepared to be career-focused and globally competitive. The range of experiences available can be illustrated as a spectrum -- from limited career exploration to in-depth work assignments.

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

To obtain more information concerning work-based learning, contact the high school Career Development Coordinator (CDC) and visit the following web page: www.wcpss.net/school_to_career/work_based_learning

INTERNSHIPS

CTE INTERNSHIP **CS972X0A** **1 credit**

Prerequisite: 11th and 12th Grade Only

CTE INTERNSHIP HONORS **CS975X0** **1 credit**

Prerequisite: 11th and 12th Grade Only

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. A student must complete 135 hours of work-based learning to earn 1 credit.

CAREER ACADEMY INTERNSHIP HONORS **CS975X0B** **1 credit**

Prerequisite: 11th and 12th Grade Only

COOPERATIVE EDUCATION

Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year. A student must complete a minimum of 135 hours in a work-based experience. In addition to the standards defined in the Cooperative Education Policies and Procedures Manual, the following standards must be followed:

The following is a list of the available Cooperative Education course numbers (Schools must request additional coop numbers as appropriate):

MARKETING COOPERATIVE	MM516X0	1 credit
MARKETING APPLICATIONS COOPERATIVE	MA526X0	1 credit

Visual and Performing Arts Courses

Visual Arts

Beginning Visual Arts , Grade 9-10 **No Prerequisite**

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

Contextually relevant units emphasize skills and techniques in the following areas: drawing, painting, graphics, fibers, ceramics, art history, cultural connections, digital literacy, three-dimensional design, and critical reflection.

Intermediate Visual Arts, Grades 10-11**Prerequisite(s): Beginning Visual Arts or Permission of Instructor**

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

Proficient Visual Arts Honors, Grades 10-12**Prerequisite(s): Intermediate Visual Arts and Permission of Instructor**

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products, to solve problems in the chosen art media, and to learn concepts and skills related to personal art expressions. Students who have demonstrated advanced skill levels in visual arts are eligible to take honors proficient Visual Arts III. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history.

Advanced Visual Arts Honors, Grades 11, 12**Prerequisite(s): Proficient Visual Arts and Permission of Instructor**

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

Advanced Placement Drawing, Grades 11, 12**Prerequisite(s): Advanced Visual Arts and Permission of Instructor**

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

IB Visual Arts, Grades 11 and 12

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

Beginning Sculpture/Ceramics, Grades 10-11 Prerequisite(s): Beginning Visual Arts or Permission of Instructor

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.

Intermediate Sculpture/Ceramics, Grades 10-12 Prerequisite(s): Beginning Sculpture/Ceramics and Permission of Instructor

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

PROFICIENT SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (PROFICIENT) (HN), GRADES 11-12

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, paper mache, etc.). All types of construction, glaze formulation, and firing techniques are explored. Form and shape are stressed using materials appropriate to sculpting. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (ADVANCED)(HN), Grades 11-12

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, paper mache, etc.) artist research, and a concentrated area of study where the work will focus on a specific theme of the student's choosing.

Advanced Placement Art History, Grades 11-12 Prerequisite(s): Permission of Instructor

This advanced art history course requires the serious student to make extensive connections between art, culture, and context across many periods and places in human history. Students enrolled in this course are encouraged to take the College Board Advanced Placement Test.

NOTE: MHS has established prerequisites to ensure that students have the skill level necessary to succeed in a course. Students without required prerequisites seeking admission into advanced visual arts classes may request a teacher interview and portfolio review for consideration. Please contact the course instructor for further information.

CHORAL MUSIC

Beginning VOCAL MUSIC - MIXED CHORUS

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.

Intermediate VOCAL MUSIC - CHORAL ENSEMBLE Recommended prerequisite(s): Beginning Vocal Music or audition

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

Proficient VOCAL MUSIC - CONCERT CHORUS (HONORS) Recommended prerequisite(s): Intermediate Vocal Music or audition

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

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

Advanced VOCAL MUSIC - SPECIAL CHORAL ENSEMBLE (HONORS) Recommended prerequisite(s): Proficient Vocal Music or audition

Students develop vocal skills through an extensive study of three- and four-part music literature. Music literacy, vocal proficiency, and presentation skills are demonstrated at an advanced level.

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

Instrumental Music

Band:

All new students to the MHS Bands will need to audition with the Director of Bands, Tom Jenner, to determine ensemble placement. Mr. Jenner may be contacted at 919-850-8822 or tjenner@wcpss.net

INTRODUCTION TO BAND

Introduction to Band is the first level of band class, using traditional band instruments. Ownership or rental of instruments is required. This beginning band class develops skills on a variety of woodwind, and brass instruments. Percussion will not be offered. Emphasis is given to providing a strong fundamental approach to their instrument and music literacy. Rehearsal from the required text will be accomplished daily, as well as developmental music theory. Performance outside of normal school hours are required as part of this course. The book for beginners this year is Standard of Excellence.

BEGINNING INSTRUMENTAL MUSIC

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.

INTERMEDIATE INSTRUMENTAL MUSIC

Recommended prerequisite(s) Beginning Instrumental Music or audition

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

PROFICIENT INSTRUMENTAL MUSIC (HONORS)

Recommended prerequisite(s) Intermediate Instrumental Band 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.

ADVANCED INSTRUMENTAL MUSIC (HONORS)

Recommended prerequisite(s) Proficient Instrumental Music (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: Beginning Orchestra

Prerequisite: Middle School Orchestra or audition

Corresponds to NCES (North Carolina Essential Standards) Beginning High School Standards in Music. Designed for students with limited exposure/proficiency in stringed instrument ensembles. Emphasis is placed on interpreting the sound and symbol systems of music and applying various musical techniques with accuracy through the performance of appropriately leveled literature.

Instrumental Music: Intermediate Orchestra

Prerequisite: Beginning Orchestra or audition

Corresponds to NCES Intermediate High School Standards in Music. Further develops the technical skills acquired in Orchestra I. Increased emphasis will be placed on the acquisition of extended technique and the performance of more advanced literature. Students will also master the basics of music theory and develop interpretive skills.

Instrumental Music: Proficient Orchestra (Honors)

Prerequisite: Intermediate Orchestra or audition

Corresponds to NCES Proficient High School Standards in Music. Students at this level have demonstrated considerable commitment to the study of music, in addition to advanced technical and interpretive skills. Students will perform challenging solo and ensemble literature and demonstrate substantial knowledge in all areas of music (including music theory). Performance at the Eastern Regional Solo & Ensemble Festival or the Eastern Regional Orchestra auditions is required.

Instrumental Music: Advanced Orchestra (Honors)

Prerequisite: Proficient Orchestra or audition

Students at this level have demonstrated serious commitment to the study of music, in addition to advanced technical and interpretive skills. Students will perform demanding solo and ensemble literature and demonstrate extensive knowledge in all areas of music (including music theory). Students should exemplify independence and collaboration as musicians. Performance at the Eastern Regional Solo & Ensemble Festival or the Eastern Regional Orchestra auditions is required.

PERFORMING ARTS:

DANCE:

BEGINNING MODERN DANCE, GRADE LEVEL 9TH

This course introduces students to movement and choreography through the elements of modern dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will

demonstrate appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is recommended and will be determined by the teacher. Participation in class as well as some after-school rehearsals and performances is expected.

INTERMEDIATE MODERN DANCE, GRADE LEVEL 10-12TH

Recommended prerequisite(s): Audition based on WCPSS Dance Rubric Assessment or Beginning Modern Dance

This course continues the development of movement skills and choreography through an enhanced application of modern dance techniques. Students apply technical skills from a variety of dance forms to enhance performance at an intermediate level. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will demonstrate appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required. Participation in class as well as after-school rehearsals and performances is expected.

PROFICIENT MODERN DANCE (HONORS), GRADE LEVEL 10-12TH

Recommended prerequisite(s): Intermediate Modern Dance and Teacher Recommendation.

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. Participation in after-school rehearsals and performances is expected.

ADVANCED MODERN DANCE (HONORS) GRADE LEVEL 10-12TH

Recommended prerequisite(s): Proficient Modern Dance and Teacher Recommendation.

Success at the advanced level requires rigorous study, excellence in technical performance, and deep aesthetic awareness. Advanced modern dance is a challenging technique class where students create and produce their own choreography. Students will demonstrate dance literacy through research-based projects and dance criticism. Dance attire is required. Participation in after-school rehearsals and performances is expected.

IB DANCE – GRADES 11 AND 12

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

INDEPENDENT STUDY – DANCE SPECIALIZATION (ADVANCED) 12TH GRADE

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:

BEGINNING THEATRE ARTS GRADE LEVEL 9-10TH

This introductory course allows students to develop an understanding of the basic acting, directing, group collaboration, and storytelling skills used in productions. Students will exercise their creativity through group activities and scene work. Students will develop common 21st Century Skills such as problem solving, leadership, and public speaking. The course culminates in students successfully performing scripted dialogue and/or monologue scenes in class.

INTERMEDIATE THEATRE ARTS GRADE LEVEL 10, 11TH

Recommended prerequisite(s): Beginning Theatre Art (Grade C or higher) or audition

Students continue to explore theatre by building upon the skills developed in Theatre I. Students work more with scripted scenes and monologues. Students will learn how to develop a character analysis and deconstruct a play to its individual parts. Assessments are done by a series of monologue and dialogue performance tests.

PROFICIENT THEATRE ARTS HONORS GRADE LEVEL 11, 12TH

Recommended prerequisite(s): Intermediate Theatre Arts (Grade B or higher) or audition

This course provides intensive acting study for the advanced student. Students continue to exercise their creative, collaborative, and leadership skills through a variety of assignments. Improvisation and scripted scene work are used throughout the course. Students will also explore other various theatrical styles and practices from around the world.

ADVANCED THEATRE ARTS HONORS

Recommended prerequisite(s): Proficient Theatre Arts (Grade B or higher) or audition

Students who have extensive performance experience develop their skills in producing a quality theatrical experience. This formal production will be produced, directed, designed, and performed by the students. Participation in after-school rehearsals and performances is required.

IB THEATRE – GRADES 11 AND 12

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

******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.***

***ALL LEVELS: CREW ASSIGNMENTS FOR AFTER-SCHOOL REHEARSALS AND PERFORMANCES ARE REQUIRED.**

BEGINNING TECHNICAL THEATRE: GRADE LEVEL 9, 10TH GRADE

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.

INTERMEDIATE TECHNICAL THEATRE: GRADE LEVEL 10, 11TH GRADE

Recommended prerequisite(s): Beginning Technical Theatre (Grade B or higher or sufficient experience/teacher recommendation)

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

PROFICIENT TECHNICAL THEATRE: GRADE LEVEL 11, 12TH

Recommended prerequisite(s): Intermediate Technical Theatre (Grade B or higher and teacher recommendation)

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.

IB FILM – GRADES 11 AND 12 – OPEN TO ALL MHS STUDENTS

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

International Baccalaureate at Millbrook High School

In the spring of 2009 Millbrook was granted magnet status by WCPSS. As of July 2013, Millbrook has fully authorized International Baccalaureate Programmes for grades 9-12. The Middle Years Programme (MYP) includes all 9th and 10th grade students, and the Diploma Programme (DP) serves students in grades 11 and 12 who choose to join the programme.

What is the IB?

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better, more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

What is the IB Middle Years Programme?

The IB MYP is a programme designed to meet the educational, social and emotional requirements of students aged between 11 and 16 years. These objectives are met through three activities: classroom instruction, community service and engagement, MYP Personal Project.

Classroom Instruction in the MYP

The MYP offers a curricular framework that allows students to meet the state-specific curricular requirements, while maintaining the IB mission and philosophy. The MYP requires schools to teach a broad and balanced choice of subjects in every year of the programme organized into eight subject groups:

- ☐ Language and Literature (English)
- ☐ Language Acquisition (Spanish, French, Chinese, Latin)
- ☐ Individuals and Societies
- ☐ Sciences
- ☐ Mathematics
- ☐ Arts
- ☐ Physical and Health Education
- ☐ Design

Instruction within these courses is designed to allow students to develop skills, attitudes and knowledge in addition to the understanding of concepts. This practice ensures that students are not only knowledgeable about a subject area, but also develop a genuine understanding of ideas and an ability to apply these in new contexts for future learning.

Teaching and learning in the MYP involves understanding concepts in context. Global Contexts provide a common language across every classroom for powerful contextual learning. By focusing instruction through global contexts teachers and students can answer the questions: Why are these concepts important? Why is it important for me to understand? Why do people care about this topic? The MYP global contexts are Identities and Relationships, Orientation in Time and Space, Fairness and Development, Globalization and Sustainability, Personal and Cultural Expression, Scientific and Technical Innovation.

Community Service and Engagement in the MYP

Global engagement represents a commitment to address humanities greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues to develop awareness and perspectives necessary for global engagement.

To ensure global and local engagement, MYP students at Millbrook are expected to complete community service hours each year, 9th and 10th grade. Community service is intended to give the student an opportunity to engage his or her community in a meaningful way that allows the students to:

- ☐ develop a personal value system that guides their own lives as thoughtful and active members of local and global communities.
- ☐ make connections between their intellectual and social development and the benefits that they can bring to the community, as well as the benefits the community can bring to them.
- ☐ develop empathy and respect that can lead to deeper understanding of other individuals and cultures.

MYP Personal Project

The personal project holds a very important place in the programme in that it provides an excellent opportunity for students to produce a truly personal piece of work of their choice and to demonstrate the skills they have acquired through the MYP experience. It is a reflection of the students' ability to manage and direct their own inquiry and is a significant body of work produced over the sophomore year. The process of completing the personal project is led by the students with support from the English 10 teacher and supervisor from the school staff. The student is required to demonstrate the appropriate commitment, as well as the initiative and ability to work independently.

What is the IB Diploma Programme?

The Diploma Programme is a two-year programme that focuses on a broad curriculum and an in-depth course of study. The Diploma Programme does not replace the North Carolina high school diploma, but strengthens it by serving as a demonstration of motivation and success in a world-recognized rigorous college-prep programme.

What does the Diploma Programme require?

To earn an IB Diploma requires the study of six Diploma Programme content courses and the completion of three Diploma Programme core requirements.

The six content courses include:

- ☐ IB Language and Literature (satisfies NC English 11/12 grade graduation requirements)
- ☐ IB Language Acquisition (currently offer IB Chinese, IB Latin, IB Spanish and IB French)
- ☐ IB History of the Americas/20th Century Topics (satisfies NC US History 11/12 grade graduation requirements)
- ☐ IB Science (choice of Biology, Chemistry, Environmental Science or Physics)
- ☐ IB Math (see IB DP Course Sequencing Chart)
- ☐ IB Arts (choice of Dance, Film, Theatre and Visual Arts) or IB elective (Information Technology, Geography or World Religions)

The three core requirements include:

- ☐ Completion of Creativity, Activity and Service (CAS) requirements
- ☐ Completion of extensive research Extended Essay (EE)
- ☐ Completion of Theory of Knowledge (TOK)

Why Pursue an IB Diploma?

📄 College Recognition

Colleges and universities view the IB Diploma Programme as the most demanding course of study a student can pursue. They show great respect for students willing to take on such academic demands and intellectual risks. Across the United States the acceptance rate for IB Diploma students is 22% higher than for non-IB applicants. And college credit abounds!

📄 Reading and Writing Skills

The independent and rigorous nature of the Diploma Programme will do wonders for students' critical reading skills and their overall writing skills.

📄 Time Management Skills

The rigorous, independent study requires vital organizational techniques that students will use through college and for the rest of their lives. Students will develop long-range planning skills and learn to look beyond the next day's assignments!

📄 Critical Thinking

The Diploma Programme requires that students go beyond simply answering what and addressing the critical question of why. Analytical and evaluative skills are the hallmark of an IB education.

📄 Research Skills and Then Some...

Studies show the Diploma Programme's Extended Essay (EE) will greatly benefit the students' development of their research skills, but also in their writing, organization and critical thinking. The EE is possibly the most valuable single requirement of a student's high school career.

📄 Academic Breadth and Depth

The Diploma Programme's two-year courses give students and teachers the opportunity to examine subjects in depth and not simply race through curriculum. Students must also challenge themselves across the curriculum, not only playing to their strengths, but also developing their relative academic weaknesses.

📄 Covers State Graduation Requirements

The IB Diploma course load will not only wow students. It will also cover a number of NC graduation requirements. The two years of Language A will cover the NC English 11 and 12 graduation requirements, while History of the Americas/20th Century Topics will cover the new 2-year American History graduation requirement.

Suggested Course Sequencing for IB Diploma Candidacy

The pathway below represents one possible combination of courses that will allow your child to engage in Millbrook's IB Diploma Programme. There are various possible options that include different courses and different levels chosen for certain courses. Your child's specific pathway will be determined by various factors, including math level, language enrollment, and elective interests. Please note that the pathway below only identifies the pathways for required IB courses. It does not include other NC graduation requirements or Millbrook elective opportunities.

IB Subject Group/MHS Selection	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Group 1: Language and Literature	• English (Honors)	• English (Honors)	• IB English 1	• IB English 2
Group 2: Language Acquisition	• Chinese 1 • French 1 or 2 • Latin 1 • Spanish 1 or 2	• Chinese 2 • French 2 or 3 • Latin 2 • Spanish 2 or 3	• IB Chinese 1 • French 3 or IB 1 • IB Latin 1 • Spanish 3 or IB 1	• IB Chinese 2 • IB French 1 or 2 • IB Latin 2 • IB Spanish 1 or 2
Group 3: Individuals and Societies	• World History (Honors) or • Civics and Economics (Honors)	• Civics and Economics (Honors) or • AP World History	• IB History of the Americas 1	• IB 20 th Century Topics 2
Group 4: Sciences	• Biology (Honors) or • Earth Sci. (Honors)	• Chemistry (Honors) or • Biology (Honors)	• IB Biology 1 or • IB Chemistry 1 or • IB Physics 1 or • IB Environmental Sci.	• IB Biology 2 or • IB Chemistry 2 or • IB Physics 2
Group 5: Mathematics (student will pursue one of the following pathways)	• CCM 3 (Honors) • CCM 2 (Honors) • CCM 1	• Pre-calculus (Honors) • CCM 3 (Honors) • CCM 2 (Honors)	• AP Calculus A/B • IB Math Studies • CCM 3 (Honors)	• IB Math SL or HL • <i>MHS Math Elective</i> • IB Math Studies
Group 6: Art/Electives*	V.Arts, Dance (only if interested)	V.Arts, Dance (only if interested)	• IB Arts 1 (Dance, Film, Theatre, Visual Arts) or • IB Elective (ITGS, World Religions, Anthropology, DP Science)	• IB Arts 2
DP Core Courses			• Theory of Knowledge I	• Theory of Knowledge II

- It is **recommended** that any student interested in pursuing the IB Diploma in grades 11 and 12 will have completed by the end of 10th grade:
 - 3 years of Spanish or French OR 2 years of Chinese or Latin

- Math 2I (honors) or beyond
- At least 1 AP course
- Establish a consistent presence on the A/B Honor Roll

* For students going into IB Visual Arts or Dance, prior training is required. For students going into IB Theatre or IB Film, no prior training is required

MHS Diploma Programme Course Descriptions

All Diploma Programme courses will serve to prepare them for IB specific assessments geared towards helping the student earn the IB diploma. Every course will include both internal assessments and external assessments. Internal assessments are IBO-directed assignments assessed by the teacher with samples moderated by IB examiners. External assessments are course-ending exams or other such projects (i.e. theatre scripts, visual art works or film scripts) that are sent to IB examiners for assessment.

Group 1 – Language A

English

IB Language and Literature is a two-year Higher Level (HL) IB course that is part of the International Baccalaureate Diploma Programme (DP). In addition to satisfying the IB Group 1 Diploma requirement, the course will also fulfill the NCSCS English requirements for years 11 and 12.

The *IB Language and Literature* course aims to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. A wide range of factors, including the circumstances of production and reception, and the role of culturally determined reading practices, are seen as being equally important. A wider aim of the course is the development of an understanding of "critical literacy" in students.

Group 2 – Language B

Chinese, French, Spanish

IB Language B is a two-year Standard Level (SL) IB course that is part of the International Baccalaureate Diploma Programme (DP).

During their study of IB Language B, students' studies will go well beyond the study of grammar and vocabulary. Students will study culture as well, with a strong focus on the customs of native-speaking nations. The goal of cultural as well as linguistic fluency will serve as the backdrop for all classroom activities, enabling students to develop the skills necessary to communicate effectively in a wide range of authentic situations, and to a range of audiences. Classroom instruction will work to elevate proficiency in the areas of reading, speaking, writing and listening. The primary goal, however, will be the spontaneous nature of language production. Student engagement with literature from native language speaking sources, film, history and global issues will work to foster an appreciation for both the language and the people for whom the language studied is their mother tongue.

Latin

IB Language B – Latin is a two-year Standard Level (SL) IB course that is part of the International Baccalaureate Diploma Programme (DP).

IB Latin provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. IB Latin provides an opportunity for students to explore the language, literature and culture of ancient Rome. The study of classical languages gives important insights into the cultures that produced them, and therefore leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. In the classical languages it is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the courses, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Through this course, students will learn to translate Latin works accurately and sensitively. Students will also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts.

Group 3 – Individuals and Societies

IB History of the Americas

IB History of the Americas is a two-year Higher Level (HL) IB course that is part of the International Baccalaureate Diploma Programme (DP). In addition to satisfying the IB Group 3 Diploma requirement, the course will also fulfill the two-year NCSCS US History requirement.

In the first year of the course students study the history of the American continents from Canada to Argentina. With primary concentration on United States history, this course focuses on an understanding of how the Americas share an integrated history over time. The second year of the course consists of a core syllabus comprising an in-depth study of the main developments in 20th century world history. Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

IB World Religions

IB World Religions is a one-year Standard Level (SL) course that is part of the International Baccalaureate Diploma Programme (DP).

The Diploma Programme world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions should be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. The course consists of an introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. This is complemented by an in-depth study of two religions chosen from six world religions. This part of the syllabus is guided

by themes, key concepts and key questions. The final component is the investigative study, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents.

IB Social and Cultural Anthropology SL

Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that challenge cultural assumptions. Many anthropologists explore problems and issues associated with the complexity of modern societies in local, regional and global contexts.

Group 4 - Experimental Sciences

IB Biology

IB Biology is one or two year Standard Level or Higher Level course that fulfills the science requirement for the International Baccalaureate Diploma Programme (DP).

The Biology HL & SL courses will provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Biology. Such concepts will include basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. It will emphasize the development of inquiry skills and higher order thinking via experiential learning in both a classroom and laboratory settings. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. The classroom environment will stimulate student understanding and open-mindedness by providing authentic application to the biology content, thus enabling students to make the broad connections to how these biological concepts are applicable to the global community. Theory of Knowledge (TOK) concepts and global connections will be discussed and integrated throughout the course.

IB Chemistry

IB Chemistry is two year Standard Level or Higher Level course that fulfills the science requirement for the International Baccalaureate Diploma Programme (DP).

The Chemistry HL & SL courses will provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Chemistry. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. Topics include Stoichiometry, Atomic Theory, Chemical Bonding, States of Matter, Carbon Chemistry, and the Periodic Table. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. Theory of Knowledge (TOK) concepts and global connections will be discussed and integrated throughout the course.

IB Physics

IB Physics is a two year Standard Level or Higher Level course that fulfills the science requirement for the International Baccalaureate Diploma Programme (DP).

The Physics HL & SL courses will provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Physics. In this course, students will develop a mathematical and conceptual understanding of the major ideas in Physics, plus the concepts and ideas needed to face the challenge of global climate change. Part 1 of the course includes Newtonian mechanics and energy conservation, ideas which allow us to describe and predict motion. Part 2 of the course includes heat transfer and thermodynamics, the wave model of light and sound, electricity/magnetism, and atomic/nuclear physics, which all allow us to apply motion and energy conservation on a microscopic scale. The potential IB options to be taught include astrophysics, quantum physics, digital technology, advanced wave physics and/or relativity. Theory of Knowledge (TOK) concepts and global connections will be discussed and integrated throughout the course.

IB Environmental Systems and Societies

IB Environmental Systems and Societies is a one year Standard Level course that fulfills the science requirement for the International Baccalaureate Diploma Programme (DP). The course can also satisfy the Group 6/Elective IB requirement when taken in conjunction with another IB science course.

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore needs to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

Group 5 - Mathematics

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION

Prerequisite (s): Common Core Math III

The IB DP Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Topics studied will include: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

IB MATHEMATICS: ANALYSIS AND APPROACHES

Prerequisite (s): Calculus AB

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Topics studied will include: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

Group 6 – The Arts

Dance

Prerequisite(s): Prior dance experience

IB Dance is a two-year IB Diploma Programme (DP) course that can be taken at either the Standard Level (SL) or Higher Level (HL). IB Dance will be blended with proficient and company level dance classes. For a student to take IB Dance, they must be in the company dance level during their junior year or on track to be in company their senior year.

The Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

In order to complete the IB Dance programme, all students will be required to choreograph their own dances and offer analysis of the composition process. Students will also be required to explore, compare and contrast dances from different cultures and/or traditions. Both of these assessments will contribute to the student's IB grade and will count towards the earning of an IB Diploma.

IB Film

IB Film is a two-year IB Diploma Programme (DP) course that can be taken at either the Standard Level (SL) or Higher Level (HL).

The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. The IB film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film.

IB Film is a two-year IB Diploma Programme (DP) course that, along with the extended essay and CAS, serves as part of the programme's core requirements

Theatre

IB Theatre is a two-year IB Diploma Programme (DP) course that can be taken at either the Standard Level (SL) or Higher Level (HL).

The course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshopping, devised work, or scripted performance. The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

Visual Arts

IB Visual Arts SL and HL, Grades 11-12

Prerequisite(s): Prior visual arts experience

Visual Arts SL and HL is an intensive study of the visual arts with an emphasis on making connections to and building upon the student's prior knowledge and experiences. SL (Standard Level) and HL (Higher Level) students will take the course over two years. Students will be encouraged to be open minded and reflective, as the IB Learner Profile promotes, as they experience the visual arts through both art historical contexts and art making technique development.

IB Core

Theory of Knowledge

IB Theory of Knowledge is a two-part interdisciplinary course designed to promote higher level thinking and inquiry-based learners. Instead of only being focused on *what* we know, the primary purpose of TOK is to examine *how* we know it. With this aim in mind, TOK is structured as an exploratory course that delves deeply into myriad topics stemming from two intertwined categories: *ways of knowing* (i.e. sense perception, language, reason, emotion) and *areas of knowing* (i.e. arts, history, natural sciences, mathematics, human sciences, and ethics). Special consideration will be given to how knowledge can be constructed, questioned, examined, evaluated, revised, and justified.

Healthful Living Courses

The completion of Healthful Living I is a North Carolina high school graduation requirement. This course consists of the required high school healthful living essential standards and clarifying objectives as required by the North Carolina Department of Public Instruction. After completing Healthful Living I, students are encouraged to pursue other Healthful Living electives.

REQUIRED COURSE

HEALTHFUL LIVING I

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 development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

HEALTHFUL LIVING I (HONORS)

This course is designed to challenge highly motivated individuals to understand and apply concepts of neuroscience as they apply to personal health and physical education. Students will use various technology tools to collect data and analyze their understanding of the impact that health choices have on the function of their brain and body. This course is project-based, and students will be expected to possess superior leadership, collaborative and communicative skills. In addition, students will need to possess the ability to research and present factual products which demonstrate an understanding of healthy behaviors and their relation to basic neuroscience. Students will use this understanding to develop and analyze both their fitness growth and growth in motor skills & movement concepts. A goal of the course is to develop a deeper understanding of the correlation between exercise, nutrition, sleep and other health behaviors that significantly affects the overall health and brain function of each student.

The completion of Honors Healthful Living I is meets the North Carolina high school graduation requirement for Healthful Living. 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 Honors Healthful Living I, students are encouraged to pursue other Healthful Living electives.

HEALTHFUL LIVING ELECTIVES

PERSONAL FITNESS I

Recommended prerequisite(s): Healthful Living I

This course is designed for the student who wants to lose weight, stay in shape or work out and this is the venue to do that without paying a gym fee. Students are surrounded by others who want a variety of activities guided by an instructor that improves the student on a personal level. This will be accomplished through lifting weights, stretching and completing different conditioning activities that help them reach a healthy level of fitness. This course is not designed for athletes who want to power lift and prepare for a sports team. Students taking this course can qualify for a Fitness II course which receives an honors level credit.

WEIGHT TRAINING AND CONDITIONING I

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

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

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

LIFETIME SPORTS I

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety. Lifetime Sports activities include: Golf, Archery, Bowling, Tennis, Table Tennis and Badminton. Segments of activities including; history, rules, strategies, etiquette and participation will be covered. Archery, Tennis, Table Tennis and Badminton will be done entirely on site, and some modules for Golf and Bowling, will be done off campus. We have the opportunity to use local facilities during the semester, including Buffalo Lanes on Oak Forest Road and Capital Golf Center on Capital Blvd. They have been very cooperative in allowing Millbrook classes to use their facilities. We will be taking several trips to the bowling alley and driving range during the term. We may also take additional field trip(s), with, site(s) and date(s) to be determined #. Both the bowling alley and the golf center allow us to use their facilities for the reasonable price of \$3* (bowling) and \$4 (driving range) per visit. During the year, we will travel to these facilities several days each week. Students will need money on designated days. Failure to participate will result in points being deducted from their participation grade. **This is a great opportunity to explore in the Millbrook community! This class has a financial obligation. If you cannot meet responsibilities, select another HL elective course.** Each student is expected to demonstrate behavior that reflects and represents the best of Millbrook High School.

TEAM SPORTS I

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 flag football, soccer, ultimate Frisbee, basketball, team handball, volleyball, lacrosse, and softball. Activities are equally divided within the total weeks of instruction. This course adapts the Sport Ed model which includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

HEALTH & SCIENCE-BASED ELECTIVE COURSES

SPORTS MEDICINE I (PAIRED WITH SPORTS MEDICINE II)

Recommended prerequisite(s): Healthful Living I, Biology, Community First Aid & Safety/Emergency Response, or Personal Health & Fitness, and sponsoring teacher recommendation. Recommended for grades 10-12.

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

SPORTS MEDICINE II (PAIRED WITH SPORTS MEDICINE I)

Recommended prerequisite(s): Sports Medicine I and sponsoring teacher recommendation

Recommended for grades 11 and 12.

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

HONORS SPORTS MEDICINE III (PAIRED WITH SPORTS MEDICINE IV)

Pre-requisite: Successful completion of Sports Med. 1 & 2 and teacher referral

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.

HONORS SPORTS MEDICINE IV (PAIRED WITH SPORTS MEDICINE III)

Recommended prerequisite(s): Sports Medicine III and sponsoring teacher recommendation

Recommended for grades 11 and 12.

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.

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS)

P.E.P.I. is an elective Healthful Living class. You will be working at an elementary school 2 of 5 days a week and at MHS 3 of 5 days a week with special needs students, as well as planning lessons to teach these students. You will need to produce proof of insurance information at the beginning of the class.

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 will be 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.

Candidates must be rising 11th or 12th graders.

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation and application.

Recommended for grades 11 and 12.

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

PEPI II

Recommended prerequisite(s): PEPI I and teacher recommendation and application.

Recommended for grades 11 and 12.

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

JROTC Courses

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

ARMY

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, and to appropriate cadet functions. Cadets are afforded the opportunity to participate in several extra-curricular activities such as the drill team, the Raider team, academic and leadership teams and as part of the Cadet Corps in community parades and special events. The drill team’s Color Guard performs at varsity athletic events and several community, civic and veteran’s functions. All of the special teams also compete against other AJROTC units throughout the area. Returning cadets are offered an opportunity to compete for the privilege of attending a one-week camp for leadership/adventure training. The extra-curricular activities are designed to build camaraderie and sense of belonging among the cadets. Cadets earn awards, ribbons, and rank based upon their overall participation and academic performance.

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

AJROTC I (Yearlong, 2 credits awarded)

Recommended prerequisite(s): none

This is the introductory course to AJROTC Leadership Education Training (LET). Students develop leadership skills and self-discipline through classroom instruction, hands-on activities, drill and ceremonies. Academic instruction covers the history of the military and leadership theory. This course is interspersed with concise overviews of the principles of leadership, to include: basic principles of Citizenship in Action, Leadership Theory and Application, Foundations for Success, Drill and Ceremony, other citizenship and life management skills. Throughout the course, there are case studies readings, inter-active videos, hands-on activities, and public speaking, in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and critical thinking are also taught. Cadets are required to participate in formal ceremonies, parades, adventure training, leadership applications; history and traditions of the military. Cadets are required to participate in physical education training and activities. Physical education components include fitness training, personal fitness, and individual and dual team sport skills. Health components include the study of assessing one’s own health, nutrition and weight management, substance abuse, and conflict resolution.

AJROTC II (YEARLONG, 2 credits awarded)

Required prerequisite(s): AJROTC I and the Army Instructor recommendation

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. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and conflict resolution.

**AJROTC III (YEARLONG
2 credits awarded)**

Recommended prerequisite(s): AJROTC II and Army Instructor recommendation

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

**AJROTC III (HONORS,
YEARLONG, 2 credits
awarded)**

Recommended prerequisite(s): AJROTC II and Army Instructor recommendation (requires cadet interview)

This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed to give the AJROTC III level cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections. In addition to regular AJROTC III academic instruction, the AJROTC III Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on the subject of leadership. The Honors cadet is expected to participate in AJROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects. Students may receive honors credit in AJROTC II Honors one time only.

**AJROTC IV (HONORS,
2credits awarded)**

Recommended prerequisite(s): AJROTC III and Army Instructor recommendation

This is an advanced course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Army Instructor's approval only. The course is designed for cadets to assume and perform the responsibilities of leadership and staff positions. In their positions as senior leaders, these cadets plan, organize, implement, and lead activities of the Cadet Organization. They gain experience in all aspects of the administration and logistics involved in maintaining a successful organization. Academic instruction is geared to prepare cadets for life after high school. They are instructed in college and career planning, making a difference through community service, and creating a portfolio. The cadets are instructed in democracy and freedom, local government, and Presidential power and are required to stay abreast of local issues. They are also required to lead and/or participate in major events, marching activities, physical training, and other assigned projects.

AJROTC IV (HONORS)

Recommended prerequisite(s): AJROTC III and Army Instructor recommendation (requires cadet interview)

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.

SPECIAL EDUCATION SERVICES

Students who meet the state criteria for special education are eligible to receive special services. An Individualized Education Program (IEP), developed by the IEP committee, specifies the services the student will receive, including goals and objectives to be mastered.

Services can be provided to an identified student, with special needs, from the following continuum:

- ☐ Consultation from a special education teacher.
- ☐ In-Class Resource (ICR) provided in a regular education classroom. *ICR is a regular education class where a special program's teacher is paired with a teacher who is certified in the content area.
- ☐ Curriculum Assistance (CA) provided in a special education classroom.
- ☐ Curriculum Assistance Lab is available to special education students throughout the school day for assistance with regular education courses.
- ☐ Full-time services in a special education classroom

Enrollment in these courses is dependent on goal and objective written in the student's Individual Education Program (IEP). The IEP Team will determine the Special Education classes needed for each student.