

Cary High School

Program Planning Guide

2015 – 2016

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

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

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

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

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

General Information

GRADUATION REQUIREMENTS

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

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

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

Career Endorsement Requirements	College Endorsement Requirements
<ul style="list-style-type: none">• Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student's post-secondary plans.• Student has completed a CTE concentration in one of the	Option 1: College Endorsement <ul style="list-style-type: none">• Student has completed the Future Ready Core mathematics sequence of Math I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission

<p>approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/)</p> <ul style="list-style-type: none"> • Student has earned an unweighted GPA of at least 2.6. • Student has earned at least one industry-recognized credential. 	<p>Requirements or meets the North Carolina Community College System’s Multiple Measures Placement policy.</p> <ul style="list-style-type: none"> • 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 I, Math II, Math III (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements. • 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.
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Graduation Requirements

Course of Study Chart

For Ninth Graders Entering in 2000-2001 through 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	FUTURE-READY CORE	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE	FUTURE-READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits OCS English I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management	4 Credits (Algebra I***, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student’s post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application-based math courses.</i>	4 Credits Math I ***, Math II, Math III, 4th Math Course to be aligned with the student’s post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Math I and Math II and two other application-based math courses.</i>

For Ninth Graders Entering in 2000-2001 through 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits OCS Applied Science and OCS Biology	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	2 Credits OCS American History I and OCS American History II	3 Credits Civics and Economics, US History, World History	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 Civics and Economics
World Language	Not required	Not required*	2 Credits in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC system.	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC system.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Specific Electives				Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)	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)
Career Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/ Technical Education electives		
JROTC	4 Credits in JROTC; OR					

For Ninth Graders Entering in 2000-2001 through 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course					
	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	
Additional Electives	8	8	9		5	4
Total	26 Credits	26 Credits	26 Credits	22 Credits	26 Credits	26 Credits

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

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

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

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

North Carolina Academic Scholars Recognition

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, 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 9 th Grade in 2012-2013 and beyond	
Credits	Courses
4	English: English I, II, III, IV
4	Mathematics: Math I, II, III, and a higher level math course with Math III as prerequisite.
3	Science: Physics or Chemistry, Biology, and Earth/Environmental Science
4	Social Studies: World History, Civics/Economics, American History I and II
1	Health and Physical Education
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 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
2	OR 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

UNIVERSITY OF NORTH CAROLINA SYSTEM MINIMUM 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)
<p>Six (6) credits in language, including</p> <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
<p>Four (4) credits in mathematics* in any of the following combinations: For students entering high school prior to 2012-13:</p> <ul style="list-style-type: none"> • Algebra I and II, Geometry, and one credit beyond Algebra II • Algebra I and II, and two credits beyond Algebra II, or • Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III <p>For students entering high school in 2012-13 and beyond:</p> <ul style="list-style-type: none"> • Math I, II, III and one credit beyond Math III <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p>
<p>Three (3) credits in science, including</p> <ul style="list-style-type: none"> • At least one (1) credit in a life or biological science (for example biology), • At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and • At least one (1) laboratory course
<p>Two credits in social studies, including,</p> <ul style="list-style-type: none"> • One (1) credit in United States history** <p>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p>

PROMOTION REQUIREMENTS

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

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

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

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.

Early Graduation (Six semesters or less) For graduation prior to one's class, a student must: Show satisfactory mastery of high school academic skills and concepts, Show a need for early graduation; and 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: 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. The principal, with a committee of the local school staff, considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis, subject to the criteria stated above. Students who plan to complete college admission requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities

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

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 COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

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

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

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses and upper division courses will earn two extra quality points. N.C. State Board of Education Policy GCS – L – 004.

* <http://www.northcarolina.edu/aa/articulation/index.htm>

GRADING SCALE for students entering 9th grade prior to 2015-16:

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

GRADING SCALE for students entering 9th grade prior to 2015-16:

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 FF = failed for violation of attendance policy

GRADING PERIODS / INTERIMS / REPORT CARDS

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

ACADEMIC HONORS

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

FINAL EXAMS

North Carolina requires one of two types of final exams to be administered to selected high schools courses: and End-of-Course test (EOC) or a NC Final Exam. Both types of assessments are used to sample a student’s knowledge of subject-related concepts and to provide a global estimate of a student’s mastery of the material in a particular course. In addition, End-of-Course tests are part of the NC Ready Accountability model used to access schools and districts. Both EOCs and NC Final Exams are also used to assess teacher and school effectiveness.

NORTH CAROLINA ASSESSMENT REQUIREMENTS**END-OF-COURSE TESTS**

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

Math I Biology English II

In all courses with an End-of-Course test, the EOC test shall count as 25% of the student’s final grade.

NORTH CAROLINA FINAL EXAMS

NC Final Exams will be administered for the following courses*:

English	Social Studies	Science	Mathematics
English I	Civics and Economics	Physical Science	Math II
English III	World History	Chemistry	Math III
English IV	American History I	Physics	Advanced Functions & Modeling
	American History II	Earth/Environmental Science	Discrete Mathematics
			Precalculus

***Note:** This list is subject to change. For more information, visit the North Carolina Department of Public Instruction Accountability department's website for NC Final Exams: <http://www.ncpublicschools.org/accountability/common-exams/>

In all courses with a NC Final Exam, the test shall count as 20% of the student's final grade.

In courses without a state assessment, the final exam shall count as 20% of the student's final grade.

Alternative Programs of Study

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement.

DUAL ENROLLMENT OPPORTUNITIES

Dual Enrollment gives WCPSS middle and high school students the opportunity to take approved courses for high school credit at regionally accredited institutions including Institutions of Higher Education (IHE), community colleges, NCVPS, and Non-WCPSS secondary schools. Courses taken must provide opportunities not currently available to the student at the middle school or high school, including courses of an advanced and/or expanded nature. High school graduation credit and grades as applicable will be awarded by the base school when the official grade report for the course taken is received at the base school. Quality points will be calculated as defined in the Wake County Public School System High School Program Planning Guide. The student's official high school transcript will include grades and credit earned through dual enrollment. For students in grades 9-12, the grades earned through dual enrollment will factor into the cumulative grade point average and class rank.

General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available to the student at the student's school.
3. The student must be enrolled for at least 1/2 of the school day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment/Cooperative Agreement Enrollment Form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration or other requirements as requested by the IHE, community college or Non-WCPSS secondary school. The student must provide his or her own transportation, be responsible for any fees, and follow all rules, regulations and calendars as set by the cooperating institution. School personnel will assist with student enrollment on NCVPS.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion directly to the base school. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an I to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
 - University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.

- Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school. Community college courses of at least ninety-nine (99) contact hours will receive one credit at the base school.
7. The student must take IHE, community college, NCVPS or Non-WCPSS secondary school courses for **graded** credit in order to earn a high school credit.
 8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.
 - Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement.
 - Introductory courses from Independent colleges and the UNC system schools will earn one extra quality point.
 - Advanced course from Independent colleges and the UNC system schools will earn two extra quality points.
 - Weighted credit will be awarded for a course designated by the sending Non-WCPSS secondary school as honors or AP only if a comparable course is designated honors or AP in the current non-magnet WCPSS High School Program Planning Guide.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

I. Definition of Virtual Programs

“Virtual learning” means registered students can take classes using their own computers over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teacher electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

II. State-Sanctioned Virtual Programs

The North Carolina Department of Public Instruction, in partnership with North Carolina’s Distance Learning System, North Carolina Virtual Public School, Local Education Agencies (LEA), and the North Carolina University System, gives public school students the opportunity to take a wide array of online courses outside the normal school day or during the school day.

The state-sanctioned virtual (online) programs are available to students as individual school resources allow. Participation in these programs requires the completion of the Dual Enrollment Form and principal approval.

The following NCVPS information can be found at www.ncvps.org .

North Carolina Virtual Public School (NCVPS)

The North Carolina Virtual Public School, which began in June 2007, is a division of the North Carolina Department of Public Instruction that offers online courses to public school students of North Carolina, during the school day, at home, or anywhere they have computer access.

III. Student Enrollment

Students must complete the following steps in order to enroll in online courses.

Steps to Register for Online Courses:

1. Student meets with school-based eLearning Advisor (ELA) to discuss online options and determine eligibility.
2. Student and parent/guardian submit completed Dual Enrollment Form to his/her school counselor for Principal approval.
 - *Students may be asked to sign a Statement of Academic Integrity in which they promise to uphold the WCPSS Code of Conduct and promote academic integrity while taking online courses.
3. The ELA determines if the student has any modifications and shares that information with the course instructor.

Note: Please visit www.ncvps.org for a complete list of computer requirements

Arts Education Courses

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

VISUAL ARTS

SCULPTURE/CERAMICS – VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0B 1 CREDIT Recommended
prerequisite(s): Visual Arts – Beginning or portfolio

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

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

VISUAL ARTS I - BEGINNING 54152X0A 1 CREDIT

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

VISUAL ARTS II - INTERMEDIATE 54162X0A 1 CREDIT Recommended
prerequisite(s): Visual Arts – Beginning or portfolio

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

VISUAL ARTS III - PROFICIENT (HONORS) 54175X0A 1 CREDIT(HN)
Recommended prerequisite(s): Visual Arts – Intermediate or portfolio

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

VISUAL ARTS IV - ADVANCED (HONORS) 54185X0A 1 CREDIT(HN)
Recommended prerequisite(s): Visual Arts – Proficient or portfolio

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media, and learn concepts and skills as they relate to personal art expressions. Students will be working towards specific portfolio goals in Drawing/Painting, Color & Design, artist research, and a concentrated area of study where the work will focus on a specific theme or the student's choosing.

Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

COMMERCIAL ART: PRINTMAKING/TEXTILES-VISUAL ART SPECIALIZATION (INTERMEDIATE) 54622X0D 1 CREDIT
Recommended prerequisite(s): Visual Arts – Beginning or portfolio

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

INDEPENDENT STUDY – VISUAL ART SPECIALIZATION (ADVANCED) 54645X0B 1 CREDIT(HN)

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

THEATRE ARTS

THEATRE ARTS I - BEGINNING

53152X0A

1 CREDIT

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

THEATRE ARTS II - INTERMEDIATE

53162X0A

1 CREDIT

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

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

THEATRE ARTS III - PROFICIENT (HONORS)

53175X0A

1 CREDIT(HN)

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

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

THEATRE ARTS IV - ADVANCED (HONORS)

53185X0A

1 CREDIT(HN)

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

Students advance acting, directing, playwriting, and production skills developed in previous theatre training. Students assume leadership roles in the production of polished and complex works for an audience. Various acting and directing styles are practiced.

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

INDEPENDENT STUDY – THEATRE – THEATRE ARTS SPECIALIZATION (ADVANCED)

53645X0A

1 CREDIT(HN)

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

CHORAL MUSIC

VOCAL MUSIC I – MIXED CHORUS – BEGINNING

52302X0A

1 CREDIT

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

VOCAL MUSIC II – CHORAL ENSEMBLE – INTERMEDIATE

52312X0A

1 CREDIT

Recommended prerequisite(s): Vocal Music – Beginning or audition

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study.

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

VOCAL MUSIC III – CONCERT CHORUS – PROFICIENT (HONORS)

52325X0A

1 CREDIT(HN)

Recommended prerequisite(s): Vocal Music – Intermediate or audition

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC IV – SPECIAL CHORAL ENSEMBLE – ADVANCED (HONORS)

52335X0A

1 CREDIT(HN)

Recommended prerequisite(s): Vocal Music – Proficient or audition

Students will demonstrate proficient skills relating to vocal production, music theory knowledge, and performance techniques. This group studies and performs more advanced levels of choral literature, including diverse genres and historical periods. Emphasis is on refined tone quality, balance, intonation, interpretation, and ear-training. Strong sight-reading and musical literacy skills are prerequisite to participate at this level of study.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

MUSIC THEORY – MUSIC SPECIALIZATION (PROFICIENT) 52185X0A 1CREDIT (HN)

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

ADVANCED PLACEMENT MUSIC THEORY 5A017X0 1CREDIT(AP)

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

MUSIC APPRECIATION – MUSIC SPECIALIZATION (BEGINNING) 52162X0A 1CREDIT

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

INSTRUMENTAL MUSIC

INSTRUMENTAL MUSIC: BAND I – BEGINNING 52552X0A 1CREDIT

Recommended prerequisite(s): Middle School band or audition

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

INSTRUMENTAL MUSIC: BAND II – INTERMEDIATE 52562X0A 1CREDIT

Recommended prerequisite(s): Band – Beginning or audition

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

INSTRUMENTAL MUSIC: BAND III – PROFICIENT (HONORS) 52575X0A 1CREDIT(HN)

Recommended prerequisite(s): Band – Intermediate or audition

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND IV – ADVANCED (HONORS) 52585X0A 1CREDIT(HN)

Recommended prerequisite(s): Band – Proficient (Honors) or audition

Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course.

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

INSTRUMENTAL MUSIC: JAZZ ENSEMBLE – MUSIC SPECIALIZATION (PROFICIENT) 52185X0B 1CREDIT(HN)

Recommended prerequisite(s): Band – Intermediate and/or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA I – BEGINNING 52402X0A 1 CREDIT

Recommended prerequisite(s): Middle School Strings or audition

This course is designed to introduce students to playing a stringed instrument (violin, viola, cello, and bass). Students will learn the fundamentals or rhythm, not reading, posture, following the conductor and learning to perform as a group. Appropriate use of musical terms, dynamic markings, and the parts and care of stringed instruments are emphasized.

INSTRUMENTAL MUSIC: ORCHESTRA II – INTERMEDIATE **52412X0A** **1 CREDIT**

Recommended prerequisite(s): Orchestra – Beginning or audition

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

INSTRUMENTAL MUSIC: ORCHESTRA III – PROFICIENT (HONORS) **52425X0A** **1 CREDIT (HN)**

Recommended prerequisite(s): Orchestra – Intermediate or audition

Advanced students continue to improve technical proficiency, greater understanding of music notation, increased aural discrimination, and artistic interpretation.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: ORCHESTRA IV - ADVANCED (HONORS) **52435X0A** **1 CREDIT(HN)**

Recommended prerequisite(s): Orchestra – Proficient (Honors) or audition

Advanced students build ensemble performance skills while studying challenging literature.

Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

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

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

GUITAR – MUSIC SPECIALIZATION BEGINNING **52162X0D** **1 CREDIT**

Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Participation in after-school rehearsals and performances is expected.

CAREER AND TECHNICAL EDUCATION COURSES

AGRICULTURAL EDUCATION

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 turfgrass 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.

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.

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION**PERSONAL FINANCE****BF052X0****1 CREDIT**

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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. Students will have daily access to computers for application of content current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. 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 IT 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. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Word and Microsoft 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 exam for Microsoft Word and Microsoft PowerPoint.

MICROSOFT EXCEL & ACCESS**BM202X0****1 CREDIT**

Prerequisite: None

Students enrolled in Microsoft IT 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 and Microsoft Access to create, modify, and locate information, as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students enrolled in this course are expected to take the Microsoft Office Specialist (MOS) certification exam for Microsoft Excel and Microsoft Access.

MICROSOFT EXCEL & ACCESS (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.

MULTIMEDIA AND WEBPAGE DESIGN**BD102X0****1 CREDIT**

Prerequisite: BM10 Microsoft Word & Powerpoint

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ACCOUNTING I**BA102X0****1 CREDIT**

Prerequisite: None

Recommended for Grades 10-12

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

ACCOUNTING I (HONORS)**BA105X0****1 CREDIT (HN)**

Prerequisite: None

Recommended to Grades 10-12

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

ENTREPRENEURSHIP I***ME112X0****1 CREDIT**

Prerequisite: MM51 Marketing or BF05 Personal Finance 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 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 BF05 Personal Finance 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.

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. Students will have daily access to computers for immediate application of content to current/real world topics. 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.

COMPUTER PROGRAMMING I **BP102X0** **1 CREDIT**

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

COMPUTER PROGRAMMING II **BP122X0** **1 CREDIT**

Prerequisite: BP10 Computer Programming I

This course is designed to teach students advanced programming concepts. Including class structures, multimedia programming, advanced arrays, and file structures. Students will apply course concepts through the development of XNA Game Studio computer games. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeships, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essentials standards and workplace readiness skills through authentic experiences.

COMPUTER PROGRAMMING II (HONORS)* **BP125X0** **1 CREDIT (HN)**

Prerequisite: BP10 Computer Programming I

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

SAS PROGRAMMING I (HONORS)* **BP205X0** **1 CREDIT (HN)**

Prerequisite: One course in another computer programming language
Recommended for Grades 10-12

This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating list and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, internship, entrepreneurship, mentorship, service learning, and job shadowing. Cooperative education 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. This course can help prepare students for the SAS Base Programming Exam for SAS 9 certification exam.

AP COMPUTER SCIENCE **2A027X0** **1 CREDIT**

Prerequisite: None

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involves skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced throughout the course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Further information about the course and the AP Computer Science Exam can be found at http://www.collegeboard.com/student/testing/ap/sub_compscia.html

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY 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

TEEN LIVING Prerequisite: None	FC102X0	1 CREDIT
<p>This course examines life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, fashion and clothing, and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include mentorship and service learning. 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.</p>		
APPAREL AND TEXTILE PRODUCTION I Prerequisite: None	FA312X0	1 CREDIT
<p>In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p>		
APPAREL AND TEXTILE PRODUCTION II * Prerequisite: Apparel I	FA322X0	1 CREDIT
<p>In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science 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.</p>		
APPAREL AND TEXTILE PRODUCTION II (HONORS) * Prerequisite: Apparel I	FA325X0	1 CREDIT (HN)
<p>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.</p>		
FOODS I Prerequisite: None	FN412X0	1 CREDIT
<p>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.</p>		
FOODS II - ENTERPRISE* Prerequisite: Foods I OR 7121 Culinary Arts and Hospitality I	FN422X0	1 CREDIT
<p>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.</p>		
FOODS II – ENTERPRISE (HONORS)* Prerequisite: Foods I or Culinary Arts and Hospitality I	FN425X0	1 CREDIT (HN)
<p>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.</p>		

PROSTART I®	FH712X0	1 CREDIT
Prerequisite: Foods 1 recommended Recommended grade 11 due to labor laws		
This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost. A required, one-credit paid or unpaid 200-hour internship will count toward the National ProStart® Certificate of Achievement at the conclusion of ProStart® II. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Students are eligible to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
PROSTART I® HONORS	FH715X0	1 CREDIT
In addition to the standard course requirements in ProStart I, this honors level course extends the standard course of study to a more challenging level for the student who is highly motivated, able to work independently and has a history of high academic achievement. Students will be expected to take and pass the appropriate industry certification exam associated with the course, if available.		
PROSTART I® COOP	FH716X0	1 CREDIT
Prerequisite: Foods 1 recommended Recommended grade 11 due to labor laws		
Students enrolled in ProStart I are required to complete 200-hours of paid or unpaid internship. The hours will count toward the National ProStart® Certificate of Achievement, earned at the conclusion of ProStart® II. <i>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.</i>		
PROSTART II®*	FH722X0	1 CREDIT
Prerequisite: ProStart I® Recommended for grade 12 due to labor laws		
In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. Students will complete the remainder of a required 400-hour paid or unpaid one-credit internship, which will count toward the National ProStart® Certificate of Achievement. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Students are encouraged to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
PROSTART II® (HONORS)*	FH725X0	1 CREDIT (HN)
Prerequisite: ProStart I® Recommended for grade 12 due to labor laws		
In addition to the standard course requirements ProStart 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.		
PROSTART II® COOP	FH726X0	1 CREDIT
Prerequisite: ProStart I® Recommended for grade 12 due to labor laws		
Students enrolled in ProStart II are required to complete 200-hours of paid or unpaid internship. The hours will count toward the National ProStart® Certificate of Achievement, earned at the conclusion of ProStart® II. <i>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.</i>		
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.

PERSONAL FINANCE **BF052X0** **1 CREDIT**
 Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PARENTING AND CHILD DEVELOPMENT **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* **FE122X0** **2 CREDITS**
 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

EARLY CHILDHOOD EDUCATION II (HONORS)* **FE125X0A** **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.

In addition to the standard course requirements Early Childhood 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.

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

BIOMEDICAL TECHNOLOGY I **HB112X0** **1 CREDIT**

Prerequisite: None

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

HEALTH 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 II* **HU422X0** **1 CREDIT**

Prerequisite: Health Science I or Medical Science I

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 Medical Science I

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.

MARKETING AND ENTREPRENEURSHIP EDUCATION

PERSONAL FINANCE

BF052X0

1 CREDIT

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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. Students will have daily access to computers for application of content to current/real world topics. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. 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.

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.

ENTREPRENEURSHIP I*

ME112X0

1 CREDIT

Prerequisite: MM51 Marketing or BF05 Personal Finance 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. 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 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 BF05 Personal Finance or BF10 Principles of Business and Finance

Recommended for Grades 10-12

In addition to the standard course requirements for Entrepreneurship 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.

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 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 acquire an 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 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 (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.

MARKETING AND ENTREPRENEURSHIP ADVANCED STUDIES**CS952X0G****1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster, one of which must be a Completer course

Recommended for Grades 11-12

This culminating course is for juniors and seniors who have earned two technical credits in Marketing and Entrepreneurship Education, one of which is a Completer course, in one Marketing and Entrepreneurship Education 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. 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.

MUSIC INDUSTRY LEADERSHIP 101**TBD****1 CREDIT**

Prerequisite: None

This project-based, blended learning course will assist students with identifying their talent/passion, aligning that with careers in the music and entertainment industries, identifying the knowledge and skills needed in order to be successful in those careers, and identifying strategies to effectively market their talent, knowledge, and skills. The importance of marketing and personal branding is an emphasis in this course. In addition to students that are already interested in careers in Marketing, this course will encourage those students that otherwise would not enroll in a Marketing class (i.e. those with a focus on art, theater, design, law) to do so. The goal of this course is for students to discover how these interests can translate into a profitable career in the music and entertainment industries.

English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and co-operative education are not available for this course. Future Business Leaders of America (FBLA) and DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY ENGINEERING AND DESIGN**SCIENTIFIC AND TECHNICAL VISUALIZATION I****TS212X0****1 CREDIT**

Prerequisite: None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW INTRODUCTION TO ENGINEERING DESIGN (HONORS)**TP115X0****1 CREDIT**

Prerequisite: None

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

TECHNOLOGY ENGINEERING AND DESIGN**TE112X0****1 CREDIT**

Prerequisite: None

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have taken 8110 Fundamentals of Technology should not be enrolled in this course.

TECHNOLOGICAL DESIGN* **TE122X0** **1 CREDIT**
 Prerequisite: Fundamentals of Technology or Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGICAL DESIGN (HONORS) * **TE125X0** **1 CREDIT (HN)**
 Prerequisite: Fundamentals of Technology or Technology Engineering and Design

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

GAME ART DESIGN* **TS312X0** **1 CREDIT**
 Prerequisite: Scientific and Technical Visualization I

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

GAME ART DESIGN (HONORS)* **TS315X0** **1 CREDIT (HN)**
 Prerequisite: Scientific and Technical Visualization I

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

TECHNOLOGY ADVANCED STUDIES **CS952X0H** **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 Technology 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. 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.

TRADE AND INDUSTRIAL EDUCATION

CORE AND SUSTAINABLE CONSTRUCTION **IC002X0** **1 CREDIT**
 Prerequisite: None

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

CARPENTRY I **IC212X0** **1 CREDIT**
 Prerequisite: Core and Sustainable Construction

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.

CARPENTRY II* Prerequisite: Carpentry I	IC222X0	1 CREDIT
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.		
CARPENTRY II (HONORS)* Prerequisite: Carpentry I	IC225X0	1 CREDIT (HN)
In addition to the standard course requirements for Carpentry 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.		
DIGITAL MEDIA I Prerequisite: None	IA312X0	1 CREDIT
This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.		
ADVANCED DIGITAL MEDIA* Prerequisite: Digital Media	IA322X0	1 CREDIT
This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
ADVANCED DIGITAL MEDIA* (HONORS) Prerequisite: Digital Media	IA325X0	1 CREDIT (HN)
In addition to the standard course requirements for Advanced Digital Media, 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.		
ADOBE VISUAL DESIGN Prerequisite: None	II312X0	1 CREDIT
This course covers the Adobe curriculum course, Visual Design. The course content includes the following applications: Adobe Photoshop, Adobe In-design, and Adobe Illustrator. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for Adobe Photoshop certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
ADOBE DIGITAL DESIGN Prerequisite: Adobe Visual Design	II322X0	1 CREDIT
This course covers the Adobe curriculum course, Digital Design. The course content includes the following applications: Adobe Dreamweaver and Adobe Flash. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for Adobe Dreamweaver and Adobe Flash certifications. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
ADOBE VIDEO DESIGN Prerequisite: Adobe Digital Design	II332X0	1 CREDIT
This course covers the Adobe curriculum course, Video Design. The course content includes the following application, Adobe Premier. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for Adobe Premier Certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
DRAFTING I Prerequisite: None	IC612X0	1 CREDIT
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.		

DRAFTING II - ARCHITECTURAL*	IC622X0	1 CREDIT
Prerequisite: Drafting I		
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work- based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
DRAFTING II - ARCHITECTURAL (HONORS)*	IC625X0	1 CREDIT (HN)
Prerequisite: Drafting I		
In addition to the standard course requirements for Drafting II - Architectural, 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.		
DRAFTING III - ARCHITECTURAL (HONORS)	IC635X0	1 CREDIT (HN)
Prerequisite: Drafting II - Architectural		
This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Common Core Math II is recommended as preparation for this course.		
DRAFTING II - ENGINEERING*	IV222X0	1 CREDIT
Prerequisite: Drafting I		
This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work- based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
DRAFTING II - ENGINEERING (HONORS)*	IV225X0	1 CREDIT (HN)
Prerequisite: Drafting I		
In addition to the standard course requirements for Drafting II - Engineering, 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.		
DRAFTING III – ENGINEERING (HONORS)	IV235X0	1 CREDIT
Prerequisite: Drafting II - Engineering		
This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences Common Core Math II is recommended as preparation for this course.		
NETWORK ENGINEERING TECHNOLOGY I	II112X0	1 CREDIT
Prerequisite: None		
This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		
NETWORK ENGINEERING TECHNOLOGY II (HONORS)*	II125X0	1 CREDIT (HN)
Prerequisite: Network Engineering Technology I		
This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.		

COMPUTER ENGINEERING TECHNOLOGY I **II212X0** **1 CREDIT**

Prerequisite: None

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

COMPUTER ENGINEERING TECHNOLOGY II* **II222X0** **1 CREDIT**

Prerequisite: Computer Engineering Technology I

This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

COMPUTER ENGINEERING TECHNOLOGY II (HONORS)* **II225X0** **1 CREDIT (HN)**

Prerequisite: Computer Engineering Technology I

In addition to the standard course requirements for Computer Engineering Technology 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.

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.

PROJECT MANAGEMENT

The Project Management course can be taught by any Career and Technical Education teacher, except for Health Sciences teachers.

PROJECT MANAGEMENT I **CS112X0** **1 CREDIT**

Prerequisite: None

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, and mathematics are reinforced 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), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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 **CS972XOA** **1 CREDIT**

Prerequisite: None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 credit.

CAREER ACADEMY INTERNSHIP **CS972X0B** **1 CREDIT**

CTE APPRENTICESHIP **CS962X0** **1 CREDIT**

Prerequisite: Two technical credits in one Career Cluster

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

English Language Arts Courses

Previous performance in English language arts courses and teacher recommendation should be considered in course selection.

CHOICES FOR REQUIRED ENGLISH COURSES

ENGLISH I	10212X0	1 CREDIT
This academic course is designed for the student who aspires to post-secondary college or career experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.		
ENGLISH I (HONORS)	10215X0	1 CREDIT (HN)
This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.		
ENGLISH II	10222X0	1 CREDIT
Prerequisite: English I		
This academic world literature course is designed for the student who aspires to post-secondary college or career experience. This class focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.		
ENGLISH II (HONORS)	10225X0	1 CREDIT (HN)
Prerequisite: English I		
This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.		
ENGLISH III	10232X0	1 CREDIT
Prerequisite: English II		
This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.		
ENGLISH III (HONORS)	10235X0	1 CREDIT (HN)
Prerequisite: English II		
This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.		
ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION	1A007X0	1 CREDIT (AP)
Prerequisite: English II		
This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.		
ENGLISH IV	10242X0	1 CREDIT
Prerequisite: English III		

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

ENGLISH IV (HONORS) **10245X0** **1 CREDIT (HN)**
Prerequisite: English III

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

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION **1A017X0** **1 CREDIT (AP)**
Prerequisite: English III

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

ENGLISH ELECTIVE COURSES

ADVANCED FORENSICS (HONORS) **10185X0A** **1 CREDIT (HN)**
Recommended prerequisite(s): Speech I and II

This third level of speech and debate invites students to specialize in one or more events sponsored by the National Forensics League even as they deepen their exposure, knowledge, and experience in all of the main events. Thus, the course work maintains a tight balance between independently-driven projects and whole class activities, with the highest expectations for careful preparation, deep and purposeful research, and polished performance. Students will be encouraged to participate in competitive events through the National Forensics League.

ADVANCED RESEARCH AND FORENSICS (HONORS) **10185X0B** **1 CREDIT (HN)**
Recommended prerequisite: Advanced Forensics (Honors)

This fourth level of speech and debate offers a depth of expertise in the historical and philosophical foundations of the subject, as students study moral philosophy to foster their mastery of debate and aesthetic performance theories to further their success in speech and theater. In addition to participating in class in all speech and debate events sponsored by the National Forensics League, students enrolled in this course will develop independent research projects to share with beginning and intermediate students, solidifying their roles as leaders in the field. Students will be encouraged to participate in competitive events through the National Forensics League.

ARGUMENT THEORY AND PRACTICE (HONORS) **10185X0D** **1 CREDIT (HN)**

This honors-level course is designed to challenge students to examine argumentation closely and critically. Students will think globally about the history and theories of argument, use critical analysis as they apply new learning to complex texts and consider the elements of argument theory while crafting original writing.

CREATIVE WRITING I **10252X0D** **1 CREDIT**

This course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence and publication of a literary magazine.

CREATIVE WRITING I (HONORS) **10255X0D** **1 CREDIT (HN)**

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) **10255X0K** **1 CREDIT (HN)**
Recommended prerequisite(s): Creative Writing I

This course is designed for students interested in exploring the Creative Writing II curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write extended and polished responses to course assignments, participate in peer review panels, and submit manuscripts for publication. They may also be expected to participate in local publication of a school literary magazine.

CULTURAL MEDIA LITERACY **10252X0E** **1 CREDIT**

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media.

CULTURAL MEDIA LITERACY (HONORS) **10255X0E** **1 CREDIT (HN)**

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, new media, the Internet, and literature. In addition to analyzing the role of media in shaping culture through a historical perspective, students can expect to design and develop their own research on modern media and its global effect on culture.

INTEGRATED READING **10252X0F** **1 CREDIT**

Recommended co-requisite: English I

This course is to be taught as a companion to English I and is designed for students who benefit from instruction in phonemic awareness, decoding, fluency, spelling, vocabulary, and comprehension. Students receive targeted instruction in reading at the same time they are taking English I in order to support their literacy growth in the context of opportunities to develop reading, writing, speaking, and viewing skills.

NEWSPAPER I **10312X0G** **1 CREDIT**

Recommended prerequisite(s): Application and teacher recommendation

This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.

READING COMPETENCY **10252X0C** **1 CREDIT**

This course is designed for students entering high school with an intervention plan based on their Level I or Level II score on the eighth grade End-of-Grade Reading Test. This course coaches students in reading skills, thinking skills, and test-taking skills that will enhance the ability to perform grade level work in English I and English II.

SPEECH I **10142X0** **1 CREDIT**

This course, designed for the beginning and experienced public speaker alike, helps all students excel as it cultivates a positive and supportive classroom environment in which students become comfortable in front of an audience of their peers, giving a wide variety of speeches, practicing the virtues of constructive criticism, and learning the fundamentals of academic and legislative debate.

SPEECH I (HONORS) **10145X0** **1 CREDIT (HN)**

This course is designed for students interested in exploring the Speech I curriculum at a more intensive and extensive level. Students taking this course for Honors credit must write and deliver deeply considered and polished responses to course assignments, participate in peer review panels, and extend their thinking through preparing presentations that fulfill fundamental standards for selected events promoted by the National Forensics League.

SPEECH II **10152X0** **1 CREDIT**

Recommended prerequisite(s): Speech I

This course hones public speaking skills so that students may more rewardingly engage in competitive speaking and debate. Class activities are modeled on local, 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. Students who belong to a Speech and Debate Team will greatly benefit from this course, but all students who want to take their skills to the next level would derive much benefit and pleasure.

SPEECH II (HONORS) **10155X0** **1 CREDIT(HN)**

Recommended prerequisite(s): Speech I Honors

The Honors section of this course requires students to meet the rigorous and rewarding standards promoted by the National Forensics League. Students will explore all of the main events sponsored by the league: dramatic and humorous interpretation of poetry and prose, student Congress, public forum and Lincoln-Douglas debate, extemporaneous speaking, and original oratory. In the process of honing their skills, students will be expected to delve more deeply into the art of argumentation and the resources available through advanced research.

YEARBOOK I **10312X0A** **1 CREDIT**

Recommended prerequisite(s): Application and teacher recommendation

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

YEARBOOK II **10322X0H** **1 CREDIT**

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

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

YEARBOOK II (HONORS) **10325X0D** **1 CREDIT(HN)**

Recommended prerequisite(s): Yearbook I and teacher recommendation

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

YEARBOOK III **10332X0A** **1 CREDIT**

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

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

YEARBOOK III (HONORS) **10335X0A** **1 CREDIT(HN)**
 Recommended prerequisite(s): Yearbook I, Yearbook II (Honors), and teacher recommendation

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

English as a Second Language Program

Students whose home language is not English and who are identified as LEP may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

ESL I and ESL II are offered as two semester courses instead of year-long courses with one credit awarded for each semester. Students are allowed to take both semesters of ESL I and/or ESL II, but it is not a requirement. The ESL teacher is the best resource for making decisions regarding course changes.

ESL I (SEMESTER COURSE) **10382X02 (PART I)** **1 CREDIT**
10382X03 (PART II) **1 CREDIT**

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 (SEMESTER COURSE) **10382X04 (PART I)** **1 CREDIT**
10382X05 (PART II) **1 CREDIT**

This 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 (SEMESTER COURSE) **10382X06** **1 CREDIT**

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 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 IV (SEMESTER COURSE) **10382X07** **1 CREDIT**

This course is recommended for Moderate/Transitional students who scored between Expanding (Level 4) and Bridging (Level 5) 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, II and III and/or working towards creating grammatically complex sentences that are organized, cohesive and coherent and contain technical and abstract content-area language within 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 **10382X08** **1 CREDIT**

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. Maximum class size should be less than 15.

ESL NEWCOMER ACADEMY 1 (YEAR-LONG COURSE) **10382X0A (PART I)** **1 CREDIT**
10382X0B (PART II) **1 CREDIT**

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level. This course is not available at all schools.

ESL NEWCOMER ACADEMY 2 (YEAR-LONG COURSE) **10382X0D (PART I)** **1 CREDIT**

10382X0E (PART II) 1 CREDIT

This two-block course provides intensive English language instruction integrated with language arts, social studies, mathematics, and science concepts to give novice English speakers with interrupted schooling the opportunity to succeed at the high school level. This course is not available at all schools.

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 60492X0 1 CREDIT

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

Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

PHYSICAL FITNESS I 60602X0 1 CREDIT

Recommended prerequisite(s): Healthful Living I

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

WEIGHT TRAINING AND CONDITIONING I 60292X0A 1 CREDIT

Recommended prerequisite(s): Healthful Living I

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING II 60292X0B 1 CREDIT

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

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

WEIGHT TRAINING AND CONDITIONING III 60292X0L 1 CREDIT

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

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

TEAM SPORTS I 60292X0J 1 CREDIT

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

TEAM SPORTS II 60292X0K 1 CREDIT

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

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

LIFETIME SPORTS I 60292X0D 1 CREDIT

Recommended prerequisite(s): Healthful Living I

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

HEALTH & SCIENCE-BASED ELECTIVE COURSES

SPORTS MEDICINE I **60632X0** **1 CREDIT**

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

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

SPORTS MEDICINE II **60642X0** **1 CREDIT**

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

Recommended for grades 11 and 12.

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

SPORTS MEDICINE III HONORS **60655X0** **1 CREDIT**

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.

SPORTS MEDICINE IV HONORS **60665X0** **1 CREDIT 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.

LEADERSHIP-BASED ELECTIVE COURSES

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS) **60292X0T** **1 CREDIT Recommended**

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

Recommended for grades 11 and 12.

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

PEPI II **60292X0U** **1 CREDIT Recommended**

prerequisite(s): PEPI I and teacher recommendation.

Recommended for grades 11 and 12.

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

JROTC Courses

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

NAVY (Cary High School Only)

Navy Junior Reserve Officer Training Course (NJROTC) is designed as a four-year program. Participation is voluntary and cadets may choose to take a NJROTC course each semester or selectively as long as the prerequisite courses have been previously completed or permission of the NJROTC instructor is granted. One year of Healthful Living credit is awarded to students who complete Naval Science/Healthful Living I and Naval Science/Healthful Living II. This fulfills the Healthful Living requirement for high school graduation. NJROTC courses beyond level I are identified as advanced electives under the North Carolina Academic Scholars Program. NJROTC classes are challenging, active, and fun. The goal of the program is to prepare students to be good citizens and leaders. Classes meet one period daily and each course includes instruction on drill and physical fitness. The academic, drill, and physical fitness components of the curriculum are prepared by the U. S. Navy and textbooks are provided through the Chief of Naval Education and Training (CNET). The Navy provides textbooks and uniforms to each student free of charge. The uniforms must be worn once per week at a minimum and to other appropriate cadet functions as designated by the SNSI. **All students/parents are required to complete an annual health screening questionnaire and to have an annual Wake County Sports Physical no later than September 1st each school year.** All NJROTC courses have time during class devoted to drill and physical training. Trips to various military facilities provide a look at military personnel, equipment, training, and activities.

Naval Junior ROTC is a complete program and offers a variety of co-curricular competitive and non-competitive activities. The unit performs school, community, and unit service as well as performing in parades and in color guards at school and in the community. The unit also sponsors, voluntary, competitive, co-curricular teams in Academics, Color Guard, Drill, Field Team, Marksmanship (sport and precision division), Orienteering, and Physical Fitness. Cadets have opportunities annually to attend various summer camps to build their professional knowledge and enhance their skill. The co-curricular activities are designed to build camaraderie and a sense of belonging among the cadets and provide them opportunities to build their social and leadership skills in a variety of enjoyable and challenging activities. Cadets earn merit ribbons, medals and promotions based on their in class performance, co-curricular participation, and displayed followership and leadership. Superior participation in the co-curricular activities may result in earning a Cary High School Letter. Students who have participated in NJROTC one or more semesters, and who are committed to returning to another NJROTC course the following semester may wear the uniform weekly (all day on uniform day and participation in other required events, inspections parades etc.) and remain eligible during the off semester for NJROTC extra-curricular activities.

No military service obligation is incurred as a result of NJROTC participation. There are, however, some significant benefits, which cadets can earn through participation and demonstrated success in NJROTC. These include advanced rank for enlistment, nominations for college ROTC scholarships, and nominations to the Military Academies.

NJROTC/HEALTHFUL LIVING I 95012X0A 1 CREDIT

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

NJROTC /HEALTHFUL LIVING II 95022X0B 1 CREDIT

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

The Naval Science/Healthful Living II curriculum includes Leadership in NJROTC, Naval Orientation; Planning; Citizenship in a Democracy and Under Other Forms of Government; Naval History: 1860 through 1945; Naval Ships and Shipboard Evaluations; Naval Weapons: Gunnery, Guided Missiles and Mines; Navigation Fundamentals and Rules of the Road; Small Boat Seamanship; and Survival Training and Orienteering. Physical education components include fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. Health components include the study of assessing one's own health, nutrition and weight management, substance abuse, and stress management. To receive Healthful Living credit, a cadet must successfully complete both Naval Science/Healthful Living I and Naval Science/Healthful Living II.

NJROTC III 95032X0A 1 CREDIT

Recommended prerequisite(s): Naval Science/Healthful Living II and teacher recommendation

This curriculum includes advanced instruction in Leadership, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1945 to the Gulf War, Meteorology and Weather, Naval Intelligence and National Security, Maneuver Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

NJROTC III (HONORS) 95035X0A 1 CREDIT(HN)

Recommended prerequisite(s): Naval Science/Healthful Living II and teacher recommendation

The Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Ship Board Organization and Watch Standing, Seamanship (to include both deck, equipment and small boat), Maine Navigation, Rules for the Road and Maneuvering Board, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. These studies focus on biographies of military, political, business, and industrial leaders and challenge students to analyze their endeavors. Case studies of battles and business are also included. Students are required to complete numerous independent readings and at least two books and two papers are required during the. This course is presented in an open discussion format. Students may receive honors credit in Naval Science III Honors one time only.

NJROTC IV **95042X0A** **1 CREDIT**

Recommended prerequisite(s): Naval Science III and teacher recommendation

Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The intent is to assist fourth year cadets in understanding leadership and applying it within the context of the unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success, throughout the year. A variety of historical leadership situations, institutions, and personalities are studied and cadets are required to write papers and make presentations about their research and findings. Preparation for the practical leadership course requires several sessions of orientation to ensure development of unit goals, procedures, and requirements. Weekly reading assignments from selected leadership texts are required along with classroom presentations. The cadets use this course to provide leadership and direction for the school's NJROTC unit.

NJROTC IV (HONORS) **95045X0A** **1 CREDIT(HN)**

Recommended prerequisite(s): Naval Science III and teacher recommendation

This is an honors level course in applied leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and project leadership are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership positions to better understand leadership and management through application in the context of the NJROTC unit. In their positions of leadership these students learn to analyze and determine the factors contributing to the varying degrees of success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities, and institutions. Cadets do extensive outside readings, prepare papers, and present oral presentations to the class. Preparation for the practical leadership applications requires weekly after school seminars and co-curricular participations. Two major projects per semester fulfill the "product requirement" for the course. Students are assigned participation and leadership roles for a variety of community services, school service, and unit service projects conducted by the NJROTC unit and selected jointly by the instructor and cadet leadership. This course specifically helps hone the training of unit leaders and provides a decision-making forum for the corps of cadets. Students may receive honors credit in Naval Science IV Honors one time only.

LEADERSHIP, DRILL AND CEREMONIES **95022X0D** **1 CREDIT**

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

Note: Students are allowed to take this course more than once and receive credit.

This course consists of advanced instruction in all levels Naval Service Drill and Ceremonies with particular emphasis on student participation in leadership roles at the Cadet Petty Officer, Chief Petty Officer, and Junior Officer level. Topics of instruction include: History of Military Customs, Courtesies, Etiquette, and Ceremonies, Squad, Platoon, Company and Battalion Drill and Ceremonies, Manual of Arms with the Sword, Guideon Manual, National and Organizational Flags and Color Guards, Parades, Inspection, Armed and Unarmed Exhibition Drill, and Personal and Unit Physical Fitness. This is a physically active course conducted outdoors.

LEADERSHIP, DRILL, AND CEREMONIES (HONORS) **95025X0** **1 CREDIT(HN)**

Prerequisites: Naval Science/Healthful Living I and Leadership, Drill and Ceremonies or NS-1 and at least two years of successful drill team experience and the teacher's recommendation.

This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in student's leadership billets.

MATHEMATICS COURSES

FUNDAMENTAL MATH I (ELECTIVE CREDIT) **28002X0B** **1 CREDIT**

Fundamental Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents); exponents and exponential notation; solving percent problems using proportions; integers; square roots; simplifying numerical and algebraic expressions; solving one-variable equations; linear relationships; and statistics. Students will solve relevant and authentic problems using manipulative and appropriate technology.

INTRODUCTORY MATHEMATICS (ELECTIVE CREDIT) **20202X0** **1 CREDIT**

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

FOUNDATIONS OF MATH I (MATH IA) (ELECTIVE CREDIT) **20502X0** **1 CREDIT**

NOTE: This course should be paired with Math IB (21032X0B)

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.

MATH IB **21032X0B** **1 CREDIT**

Recommended prerequisite(s): Foundations of Math IA
Note: This course should be paired with Foundations of Math IA (20502X0)

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 Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

MATH I **21032X0** **1 CREDIT**

Recommended prerequisite(s): Mastery of the middle school mathematics curriculum

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

SPECIAL TOPICS IN MATHEMATICS (ELECTIVE CREDIT) **28002X0D** **1 CREDIT**

Recommended prerequisite(s): Marginal proficiency in Math I in 8th grade

Special Topics in Mathematics deepens the understanding of mathematical concepts covered in Math I to ensure that students are successful in future math courses that involve the Common Core State Standards for Mathematics. Students will be exposed to the content of Common Core Math I to reinforce crucial skills needed for Honors level courses. Students will also preview content for Honors Math II.

FOUNDATIONS OF MATH II (ELECTIVE CREDIT) **20512X0** **1 CREDIT**

Recommended prerequisite(s): Marginal proficiency in Math I

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

MATH II **22012X0** **1 CREDIT**

Recommended prerequisite(s): Math I

In Math II, 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 I. 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 II 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 II. The final exam is the North Carolina Final Exam for Math II.

MATH II (HONORS) **22015X0** **1 CREDIT (HN)**

Recommended prerequisite(s): Math I

In Math II, 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 I. 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 II 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 II 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 II. The final exam is the North Carolina Final Exam for Math II.

FOUNDATIONS OF MATH III (ELECTIVE CREDIT)**20522X0****1 CREDIT**

Recommended prerequisite(s): Marginal proficiency in Math II

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

MATH III**23012X0****1 CREDIT**

Recommended prerequisite(s): Math II

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 III. The final exam is the North Carolina Final Exam for Math III.

MATH III (HONORS)**23015X0****1 CREDIT (HN)**

Recommended prerequisite(s): Honors Math II

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 III. The final exam is the North Carolina Final Exam for Math III.

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.

ESSENTIALS FOR COLLEGE MATH (SREB)**24082X0****1 CREDIT**

Recommended prerequisite(s): Marginal proficiency in Math III

Concepts explored in this course include exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics. Emphasis is on understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures: for example, why they should use a certain formula or method to solve a problem. This equips them with higher-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. Additionally, students are prepared for college level math assignments. This course is accepted as the fourth math for admission to UNC System institutions.

ADVANCED FUNCTIONS AND MODELING**24002X0****1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. **A student cannot receive math graduation credit for Advanced Functions and Modeling and Precalculus; one must count as an elective.** This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Advanced Functions and Modeling.

DISCRETE MATH**24012X0****1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. . The final exam is the North Carolina Final Exam for Discrete Math.

PRECALCULUS (HONORS)**24035X0****1 CREDIT (HN)**

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

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 **2A037X0** **1 CREDIT (AP)**

Recommended prerequisite(s): Honors Algebra II, Honors Math III, 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 **2A007X0** **1 CREDIT (AP)**

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 **2A017X0** **1 CREDIT (AP)**

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.

MATHEMATICS ELECTIVE COURSES BEYOND MATH III

The following mathematics courses do not count as the 4th math required for graduation.

TRIGONOMETRY (ELECTIVE) **28002X0C** **1 CREDIT**

Recommended prerequisite(s): Algebra II or Math III

This course includes a complete study of analytic geometry and trigonometry, circular and right triangle trigonometry graphing, trigonometric identities, proofs, oblique triangles, inverse functions, vectors, polar graphing, complex numbers, iteration, and fractals, hyperbolic functions, sequences, and series. Applications, modeling, and data analysis are included throughout the course of study. Appropriate technology, from manipulatives to calculator and application software, is used for instruction. This course qualifies as the fourth math for graduation but it not accepted as the fourth math to admission to UNC System institutions.

INTRODUCTION TO COLLEGE MATHEMATICS (HONORS) **25005X0A** **1 CREDIT (HN)**

Recommended prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

SCIENCE COURSES

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

BIOLOGY

BIOLOGY **33202X0** **1 CREDIT**

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

BIOLOGY (HONORS) **33205X0** **1 CREDIT (HN)**

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

ADVANCED PLACEMENT BIOLOGY **3A007X0** **1 CREDIT(AP)**

Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

MARINE ECOLOGY **35352X0A** **1 CREDIT**

Recommended prerequisite(s): Biology

The interrelationships among marine organisms and the physical, chemical, geological, and biological factors in their environment are the focus of this course. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail. Laboratory and field experiences are major components of the course.

MARINE ECOLOGY (HONORS) **35355X0** **1 CREDIT (HN)**

Recommended prerequisite(s): Biology

Content and principles for Marine Ecology are taught but in greater depth and magnitude. The importance of the marine environment to life on earth is stressed. North Carolina's coastal processes are studied in detail.

ANATOMY AND PHYSIOLOGY **33302X0** **1 CREDIT**

Recommended prerequisite(s): Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

ANATOMY AND PHYSIOLOGY (HONORS) **33305X0** **1 CREDIT (HN)**

Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology.

CHEMISTRY

CHEMISTRY **34202X0** **1 CREDIT**

Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III

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

CHEMISTRY (HONORS) **34205X0** **1 CREDIT (HN)**

Recommended prerequisite(s): Algebra II or concurrent enrollment in Math III

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.

CHEMISTRY II (HONORS) **34215X0** **1 CREDIT**

This course will explore those concepts covered in your first chemistry course in more depth, especially the concepts of thermodynamics and equilibrium. It is designed to prepare students for their first college chemistry course, including key lab skills used in the college laboratory setting. This course is also recommended for those students taking either the SAT II: Chemistry Test and/or AP Chemistry.

ADVANCED PLACEMENT CHEMISTRY **3A017X0** **1 CREDIT(AP)**

Recommended prerequisite(s): Algebra II and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

EARTH SCIENCE

EARTH SCIENCE/ENVIRONMENTAL SCIENCE **35012X0** **1 CREDIT**

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

EARTH SCIENCE/ENVIRONMENTAL SCIENCE (HONORS) **35015X0** **1 CREDIT (HN)**

This course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth systems. Laboratory work is a major component of the course.

ASTRONOMY **35402X0** **1 CREDIT**

The underlying principles of life, earth, and physical science are integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Students will examine the basic laws of nature governing gravity and motion with an emphasis on solving basic math problems with and without calculators. Students will do the following: become proficient at identifying constellations, examine planetary motion, discover the work early astronomers, why we explore space, the development and energy output of stars, the structure of galaxies and the universe. Multiple presentations will be conducted throughout the semester and students are encouraged to attend star gazing outings once a month.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE **3A027X0** **1 CREDIT (AP)**

Recommended prerequisites: Successful completion of two years of high school laboratory science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICAL SCIENCE

PHYSICAL SCIENCE **34102X0** **1 CREDIT**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

PHYSICS

PHYSICS **34302X0** **1 CREDIT**

Recommended prerequisite(s): Algebra II

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

AP PHYSICS I-ALGEBRA BASED **3A057X0** **1 CREDIT (AP)**

AP Physics I is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum): work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

Physics I: unlike AP Physics B, which recommends a prior high school physics course, no prior course work in physics is necessary to students to enroll in AP Physics I. Students should have completed Geometry/Math II and be concurrently taking Math III or an equivalent course. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself.

AP PHYSICS II –ALGEBRA BASED **3A067X0** **1 CREDIT (AP)**

AP Physics II is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

Physics II: Students should have had AP Physics I or a comparable introductory course in physics. Students should have taken or be concurrently taking precalculus or an equivalent course.

ADDITIONAL SCIENCE COURSES

FORENSIC SCIENCE **30202X0D** **1 CREDIT**

Recommended prerequisite(s): Successful completion of Biology and Chemistry

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The activities will include traditional methods in addition to modern biotechnological techniques.

FORENSIC SCIENCE (HONORS) **30205X0A** **1 CREDIT (HN)**

This course allows students the opportunity to examine the roles of the modern day forensics scientist. The concepts and principles are presented in greater depth and at a more rapid pace than the academic course. The classroom activities will include traditional and modern biotechnological techniques.

RESEARCH METHODS AND TECHNIQUES (HONORS) **30205X0E** **1 CREDIT (HN)**

Recommended prerequisite(s): Algebra I /Common Core Math I and Biology

This honors level course affords students the opportunity to participate in advanced scientific research and scholarship. Students may do research in biology, chemistry, and the physical sciences. Instruction includes current methods for scientific research and experimental design.

Social Studies Courses

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

REQUIRED SOCIAL STUDIES 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	43032X0	1 CREDIT
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This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

WORLD HISTORY (HONORS)	43035X0	1 CREDIT (HN)
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This honors course is designed to challenge students. This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES	43042X0	1 CREDIT
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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)	43045X0	1 CREDIT (HN)
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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	43052X0	1 CREDIT
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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)	43055X0	1 CREDIT (HN)
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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.

CIVICS AND ECONOMICS	42092X0	1 CREDIT
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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.

CIVICS AND ECONOMICS (HONORS) 42095X0 1 CREDIT (HN)

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.

SOCIAL STUDIES ELECTIVES

CONVERSATIONS IN DIVERSITY/PSYCHOLOGY OR SOCIOLOGY (HONORS) 48005X0E 1 CREDIT (HN)

This honors course is designed to challenge students. Students will explore and reflect on a variety of perspectives on current domestic and global social problems. The structure and content of this course will allow critical thinking, dialogue, and examination of bias, prejudice, discrimination, and oppression. Through formal and informal discussion, individual exploration, research, reading, and writing, students will gain an appreciation for diversity, in an effort to promote awareness and social change.

HOLOCAUST AND GENOCIDE IN WORLD STUDIES (HONORS) 48005X0A 1 CREDIT (HN)

History of various genocides and holocausts is explored in this course reviewing attempts at wiping out groups based upon religious, racial and national origins. Participants will learn the impact of severe prejudice and persecution to understand the nature of civilization itself and focus on prevention strategies for future genocide and dehumanization. The World War II Holocaust as well as recent 20th century genocides such as Armenia, Rwanda, Cambodia, Sudan, and Darfur will be explored. Students will complete substantial reading, writing and research. Taking this course after successful completion of World History is recommended.

CONTEMPORARY LAW AND JUSTICE 48002X0J 1 CREDIT

This academic course focuses on the legal, judicial, law enforcement and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems.

CONTEMPORARY LAW AND JUSTICE (HONORS) 48005X0J 1 CREDIT (HN)

This honors course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Foci include legal principles and the laws and procedures derived from them. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems and issues that arise from their operation. Students will increase their practical understanding of how the justice system in the United States actually works.

LESSONS OF THE VIETNAM WAR/RECENT INTERNATIONAL RELATIONS (HONORS) 48005X0D 1 CREDIT (HN)

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.

PSYCHOLOGY (HONORS) 44035X0 1 CREDIT (HN)

This full-credit honors course is designed to give students an understanding of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. 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) 44005X0 1 CREDIT (HN)

This full-credit honors course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students develop a sociological imagination in which they observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students discover how patterns of behavior develop, culture is learned, and social predictions are made.

SOCIOLOGY/ PSYCHOLOGY 48002X0B 1 CREDIT

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

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT MACROECONOMICS 4A037X0 1 CREDIT (AP)

Recommended prerequisite(s): Civics & Economics

This course provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. Students enrolled in this course area expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT MICROECONOMICS **4A047X0** **1 CREDIT (AP)**

Recommended prerequisite(s): Civics & Economics

This course offers students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Students enrolled in this course area expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT EUROPEAN HISTORY **4A017X0** **1 CREDIT (AP)**

Recommended Prerequisite (s): World History

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

ADVANCED PLACEMENT HUMAN GEOGRAPHY **4A027X0** **1 CREDIT (AP)**

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 **4A057X0** **1 CREDIT (AP)**

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 **4A067X0** **1 CREDIT (AP)**

Recommended prerequisite(s): Civics & Economics

This course is a survey of the United States national political system. Students will examine the U.S. constitutional system, its historical development, and current trends of the system with the goal to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures, current problems, and practices are frequently used. Students enrolled in this course are expected to take the College Board Advanced Placement test.

ADVANCED PLACEMENT UNITED STATES HISTORY **4A077X0** **1 CREDIT (AP)**

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

ADVANCED PLACEMENT WORLD HISTORY **4A087X0** **1 CREDIT (AP)**

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

WORLD LANGUAGE COURSES

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

FRENCH I **11012X0** **1 CREDIT**

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

FRENCH II **11022X0** **1 CREDIT**

Recommended prerequisite(s): French I

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

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

FRENCH III (HONORS)**11035X0****1 CREDIT (HN)**

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 II 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.

FRENCH IV (HONORS)**11045X0****1 CREDIT (HN)**

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 & CULTURE 1A037X01**CREDIT****(AP)**

Recommended prerequisite(s): French IV or French V

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations.

This course follows the prescribed curriculum of the 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 I FOR NATIVE SPEAKERS**11492X0****1 CREDIT**

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

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

SPANISH I**11412X0****1 CREDIT**

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

SPANISH II**11422X0****1 CREDIT**

Recommended prerequisite(s): Spanish I

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

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

SPANISH III (HONORS)**11435X0****1 CREDIT (HN)**

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 II 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)**11445X0****1 CREDIT (HN)**

Recommended prerequisite(s): Spanish III

Students enrolled in this course have successfully completed Level III in high school or they have placed out of Levels I-III due to previous language study and /or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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 & CULTURE**1A087X0****1 CREDIT (AP)**

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.

GERMAN I**11612X0****1 CREDIT**

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

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

GERMAN II**11622X0****1 CREDIT**

Recommended prerequisite(s): German I

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

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

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

LATIN I**12412X0****1 CREDIT**

This course in an introduction to the study of the classical language and the Greco-Roman culture and may be taken in middle or high school. Students learn the basic functions of the language, become familiar with some of the elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of the other disciplines with special emphasis in English Language Arts is ongoing throughout the course.

LATIN II**12422X0****1 CREDIT**

Recommended prerequisite(s): Latin I

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

This course continues the study of the classical language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

LATIN III (HONORS)**12435X0****1 CREDIT (HN)**

Recommended prerequisite(s): Latin II

Students enrolled in this course have successfully completed Level I and II courses in high school or have placed out of both levels due to previous language study and/ or established proficiency.

This course focuses on advanced grammar skills in the classical language. It introduces the study of literature and emphasizes the process of reading authentic texts. Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture by examining the interrelationships of these cultures and applying their knowledge and skills inside and outside the classroom setting.

Integration of the other disciplines with special emphasis on English Language Arts is ongoing throughout the course.

LATIN IV (HONORS)**12445X0****1 CREDIT (HN)**

Recommended prerequisite(s): Latin III

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

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

There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the students' own culture. Students are now able to connect the classical language to other disciplines and compare it to their own language.

OTHER CREDIT PROGRAMS**TEACHER CADET****96042X0****1 CREDIT**

This course is designed as an introduction or orientation to the teaching profession. Students observe and participate in public school classrooms. They learn about various personnel in the educational system and their responsibilities. An addition, they discuss both positive and negative aspects of teaching as a career and complete and discuss self-assessments in order to obtain clear pictures of their personal interests and abilities.

OTHER PROGRAM AREA INTERNSHIP (NON-CTE)**96102X0A****1 CREDIT**

An Internship allows for the development of skills within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student must complete 135 hours of work-based learning to earn 1 credit. The Central Office School-to-Career Coordinator must be notified of each student who registers for this course for insurance purposes.