



Program Planning Guide  
2020-2021

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## UNIVERSITY OF NORTH CAROLINA SYSTEM: MINIMUM ADMISSION REQUIREMENTS

While these are minimum requirements in the University of North Carolina system, some campuses require a more competitive transcript for final admission. Starting in Fall 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 (old test) or 880 (newer test) 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 Minimum Admission Requirements  |
|--|
| Six (6) Credits in <b>language</b> , including: <ul style="list-style-type: none"><li>• Four (4) credits in English emphasizing grammar, composition, and literature, and</li><li>• Two (2) credits in a language other than English</li></ul>   |
| Four (4) credits in <b>mathematics</b> in any of the following combinations: For students entering high school prior to 2012-2013 <ul style="list-style-type: none"><li>• Algebra I and II, Geometry, and one credit beyond Algebra II</li><li>• Algebra I and II, and two credits beyond Algebra II, or</li><li>• Integrated Mathematics I, II, and III and one credit beyond Integrated Math III</li></ul> For students entering high school in 2012-2013 and beyond: <ul style="list-style-type: none"><li>• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3</li></ul> |
| Three (3) credits in <b>science</b> , including: <ul style="list-style-type: none"><li>• At least one (1) credit in a life or biological science (for example, Biology),</li><li>• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and,</li><li>• At least one (1) laboratory course</li></ul>  |
| Two credits in <b>social studies</b> , including, <ul style="list-style-type: none"><li>• One (1) credit in United States History</li></ul> <p>An applicant who does not have a credit in US History may be admitted on the condition that at least three (3) semester hours in the subject will be passed by the end of the sophomore year.</p>   |

Reference: [UNC Minimum Admission Requirements](#)

## PROMOTION REQUIREMENTS

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

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

| From Grade | Promotion Criteria   | Credits |
|------------|--|---------|
| 9          | English I; two credits in the areas of mathematics, social studies, or science; and three additional credits                       | 6       |
| 10         | English II; one credit in mathematics; one credit in social studies; one credit in science; and two additional credits             | 12      |
| 11         | English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 18      |

## COURSE WITHDRAWAL PENALTY

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

## GRADES, CLASS RANK & HONORS

### Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#). Quality points for students entering 9th grade in 2015-16 and beyond are as follows:

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

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

Reference: [NC State Board Policy GRAD-009](#) (section 3)

## Grading Scale

The following grading scale applies to all high school courses.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = less than 60

I = Incomplete

WP = Withdraw, no  
penalty

WF = withdrawal  
with an F

## Latin Honors

Beginning in 2018-19, the WCPSS will designate the following senior honors in lieu of naming a Valedictorian or Salutatorian:

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

## 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](http://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. 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.

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

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

## GRADUATION OPTIONS

### Early Graduation (Six Semesters or Less)

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

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

Procedures for early graduation include:

- a) The parent(s) / court appointed custodian(s) of a student may request early graduation for the student by filing a written request with the school principal at least 30 days prior to the beginning

of the student's last semester of enrollment.

- b) The principal with a committee of local school staff considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis subject to the criteria stated above.

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

### **Mid-Year Graduation (After Seven Semesters)**

Seniors who wish to graduate at the midpoint of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester. If a student is approved for midyear graduation and schedules have been adjusted accordingly, the decision to graduate after seven semesters becomes binding. Mid-year graduates will not be eligible to participate in school events or activities as a student during spring semester. The principal may grant a mid-year graduate permission to participate in June graduation ceremonies. Mid-year graduates will not be included in the Q3 senior honors rank.

## **ENGLISH LANGUAGE ARTS COURSES**

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

### **CHOICES FOR REQUIRED ENGLISH LANGUAGE ARTS 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, Honors-level recommended

This college-level course provides an analytical and historical study of American literature and language as well as other literature in a comprehensive program of reading, writing, and critical thinking. 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  
CREDIT (AP)****1A017X0****1**

Prerequisite: English III, Honors-level recommended

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. 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****Journalism****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.

## **CHOICES FOR REQUIRED MATHEMATICS COURSES**

### **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 NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

### **MATH II**

**22012X0**

**1 CREDIT**

Recommended prerequisite(s): Math I

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

### **MATH II (HONORS)**

**22015X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): NC Math I

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to 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 NC Math 2.

**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 logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all 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 NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.

**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 logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to prepare students for advanced math courses. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice 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 NC Math 3. The final exam is the North Carolina End-of-Course Test based on the NC Math 3 Standards.

## **4th MATHEMATICS COURSES**

The following mathematics courses are accepted as the 4<sup>th</sup> level mathematics course required for graduation under the Future Ready Core. With the exception of AP Computer Science, all of the courses listed below are accepted as the fourth math for admission to UNC System Institutions. If interested, see your counselor to discuss Community College mathematics course options that also meet graduation requirements and minimum admission requirements for UNC System institutions. Students wishing to attend non-UNC System colleges, a community college, or a technical school should check with the postsecondary institution for minimum admission requirements.

### **NC Math 4**

**24092X0**

**1 CREDIT**

Recommended prerequisite(s): NC Math 3

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

### **NC MATH 4 (Honors)**

**24095X0**

**1 CREDIT**

Recommended prerequisite(s): Honors NC Math 3

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

### **PRE-CALCULUS (HONORS)**

**24035X0**

**1 CREDIT (HN)**

Recommended prerequisite(s): Honors Math III

The Pre-calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, 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. This course is accepted as the fourth math for admission to UNC System institutions.

**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 Pre-calculus 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 institution.

**ADVANCED PLACEMENT CALCULUS: BC****2A017X0 1 CREDIT**

Recommended prerequisite(s): AP Calculus AB

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. This course is accepted as the fourth math for admission to UNC System institution.

## **SCIENCE COURSES**

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

### **CHOICES FOR REQUIRED SCIENCE COURSES**

#### **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.

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

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

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.

### **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.

#### **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**

### **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.

### **ADVANCED PLACEMENT PHYSICS II –ALGEBRA BASED**

**3A067X0**

**1 CREDIT**

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

|  |                |                 |
|--|----------------|-----------------|
| <b>ANATOMY AND PHYSIOLOGY (HONORS)</b> | <b>33305X0</b> | <b>1 CREDIT</b> |
|--|----------------|-----------------|

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.

|                                  |                 |                      |
|----------------------------------|-----------------|----------------------|
| <b>FORENSIC SCIENCE (HONORS)</b> | <b>30205X0A</b> | <b>1 CREDIT (HN)</b> |
|----------------------------------|-----------------|----------------------|

Prerequisite: Successful completion of Biology and Chemistry

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.

## 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, American History II, and American History: The Founding Principles, Civics & Economics, either regular or honors, to meet the graduation requirement. This does not include any social studies electives.

## CHOICES FOR REQUIRED SOCIAL STUDIES COURSES

|                      |                |                 |
|----------------------|----------------|-----------------|
| <b>WORLD HISTORY</b> | <b>43032X0</b> | <b>1 CREDIT</b> |
|----------------------|----------------|-----------------|

|                               |                |                      |
|-------------------------------|----------------|----------------------|
| <b>WORLD HISTORY (HONORS)</b> | <b>43035X0</b> | <b>1 CREDIT (HN)</b> |
|-------------------------------|----------------|----------------------|

This course will address six periods in the study of world history, with a key focus of study from the mid-15<sup>th</sup> 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.

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| <b>43042X0</b> | <b>1 CREDIT</b> |
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| <b>AMERICAN HISTORY I (HONORS)</b> | <b>43045X0</b> | <b>1 CREDIT (HN)</b> |
|------------------------------------|----------------|----------------------|

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 Recommended prerequisite: American History I 1 CREDIT**

**AMERICAN HISTORY II (HONORS) 43055X0 Recommended prerequisite: American History I 1 CREDIT (HN)**

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: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS 42092X0 1 CREDIT**

**AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS AND ECONOMICS (HONORS) 42095X0 1 CREDIT (HN)**

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**

**AFRICAN AMERICAN STUDIES 46012X0 1 CREDIT**

This conceptually driven course introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures, and economic, geographic, and political realities of African Americans. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content.

**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 20<sup>th</sup> century genocides such as Armenia, Rwanda, Cambodia, Sudan, and Darfur will be explored. Students will complete substantial reading, writing and research. Taking this course after successful completion of World History is recommended.

**PSYCHOLOGY (HONORS) 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.

**LEADERSHIP DEVELOPMENT 96102XOV1 1 CREDIT**

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts. Students will self-reflect on leadership and how it applies to their own lives. Students will develop knowledge of themselves through assessment and reflection and use that information as well as knowledge of others to improve their own leadership skills, including communication and interpersonal dynamics. Students will develop a personal leadership portfolio and will be encouraged to participate in an individualized service project in their own community. The course is appropriate for local student leaders and others who wish to explore and develop personal and group leadership skills.

**ADVANCE PLACEMENT COURSES**

**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): American History: Founding Principles, 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.

## **HEALTHFUL LIVING COURSE**

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.

### **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

## **WORLD LANGUAGE COURSES**

### **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.

**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.

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).

**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 I and II due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

**SPANISH IV (HONORS) 11445X0** Recommended prerequisite(s): Spanish III**1 CREDIT (HN)**

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.

### **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).

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,

### **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.

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).

### **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 I and II due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and access various materials (short literacy texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors

appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

**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.

**LATIN I**

**12412X0**

**1 CREDIT**

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

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

**LATIN II**

**12422X0**

**1 CREDIT**

Recommended prerequisite(s): Latin I

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

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

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

**LATIN III (HONORS)**

**12435X0**

**1 CREDIT (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.

### **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.

### **GERMAN II**

**11622X0**

**1 CREDIT**

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).

### **GERMAN III**

**11635X0V**

**1 CREDIT**

Prerequisite(s): German 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.

#### **GERMAN IV**

**11645X0V**

**1 CREDIT**

Prerequisite(s): German III

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

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support 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.

#### **RUSSIAN I**

**12012XOV**

**1 CREDIT**

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Russian language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community.

#### **RUSSIAN II**

**12022XOV**

**1 CREDIT**

Prerequisite(s): Russian I

This course is a continuation of a beginning level Russian 1 course that will introduce students to a variety of areas of language learning. Russian 2 is focused on the spoken language to prepare students for communicating in Russian in different real life situations. Students will be engaged in the variety of activities that include role-plays, word games, simulations, discussions, recording their own voice. Each lesson also contains listening exercises and weekly practice with conversation coaches.

After completion of the course students will be able to have a conversation about their family, everyday life, weather, hobby, food, and shopping.

Variety of cultural aspects will be introduced through the course to give students better understanding of traditions, history, geography, and people of the Russian speaking world.

## ARTS EDUCATION COURSES

### **VISUAL ARTS - BEGINNING**

**54152X0A**

**1 CREDIT**

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

### **VISUAL ARTS - INTERMEDIATE**

**54162X0A**

**1 CREDIT**

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

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

### **ART OF GAME DESIGN**

**54622X0V6**

**1 CREDIT**

Prerequisite: Visual Arts (Beginning) is REQUIRED

This multimedia course teaches the basic elements of designing digital (video) games and non-digital (board/card) games. Using works of art from the North Carolina Museum of Art as catalysts for learning, you will explore game purpose and structure as well as character and story development. Other topics will include the history of games, games from around the world, and troubleshooting common obstacles in game design.

### **Art of Digital Photography I (Intro)**

**54622XOV1**

**1 CREDIT**

Prerequisite: Visual Arts (Beginning) is REQUIRED

Explore digital photography techniques and learn to enhance your images with photo editing software in this studio-based class. Through weekly photography projects combined with critiques and class discussions, you will examine the technical aspects of your work and discuss your work in personal and meaningful ways. Course topics will include composition, the elements and principles of design, and art history.

### **Art of Digital Photography II (Proficient)**

**54635XOV**

**1 CREDIT**

Prerequisite: Visual Arts (Beginning) is REQUIRED

This course is for students who are interested in pursuing a more advanced study of digital photography. Through a series of projects and critiques, students will expand their technical abilities and explore their own personal aesthetic. Content, form, aesthetics, technical issues around processing, file formats, controlling exposure, and special effects techniques will be covered. Digital Photography II students will explore in-depth the techniques and applications of acquiring, manipulating and outputting digitized photographic images utilizing Adobe Photoshop, GIMP Photo-editor (free application that students can download from the internet), or similar program. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in this advanced level course. Through weekly critiques and presentations students will examine the technical aspects of their work including composition, lighting and shadow.

### **Art of Fashion Design**

**54622XOV3**

**1 CREDIT**

Prerequisite: Visual Arts (Beginning) is REQUIRED

Do you have a passion for fashion? In this course, you will explore the artistic process of fashion design and learn how design concepts evolve over time. Drawing on inspiration from prehistoric to contemporary fashion

and art, you will learn to plan and create your own fashion designs. You will be introduced to various types of patterns, fabrics, materials, and drawing techniques that will help you develop your vision as an emerging fashion designer.

### **Art of Visual Journaling**

**54622XOV5 1 CREDIT**

Prerequisite: Visual Arts (Beginning) is REQUIRED

Visual Journaling is a way to record one's experiences, thoughts, life journeys, and our inner visual world. Exploring the connection between the written word and the important imagery and symbolism of our life can allow us to better articulate and express who we are. This course will explore the history of the visual journal and will guide students through weekly art-making experiences in their own visual journals. Students will be exposed to many important and influential contemporary visual journal artists. Students will be required to keep a visual journal and to have access to a variety of techniques and mixed media including but not limited to paint, markers, glue, paper, and a camera for uploading weekly photos of their work.

## **CAREER AND TECHNICAL EDUCATION COURSES**

### **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.

### **MARKETING**

**MM512X0V 1 CREDIT**

Prerequisite: None

In this course, students learn the 7 Functions of Marketing, Marketing Mix (4 P's), Promotional Mix, Marketing Research, Advertising Media, and more in this 21st century marketing course. The course engages students with a variety of instructional strategies, software, online tools, objective, and creative assignments for industry relevant learning and achievement .develop an understanding of the processes involved from the creation to the consumption of products/services. Mathematics and social studies are reinforced.

### **Entrepreneurship I**

**ME112X0**

**1 CREDIT**

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

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.

### **CAREER MANAGEMENT**

**CC452X0 1 CREDIT**

Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced.

### **PYTHON PROGRAMMING I**

**BP142X0 1 CREDIT**

Prerequisite: None

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

### **SAS BASE PROGRAMMING**

**BP202X0 1 CREDIT**

Prerequisite: One course in another computer programming language

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.

### **AP COMPUTER SCIENCE PRINCIPLES**

**BP407X0 1 CREDIT**

Prerequisite: None

This course is an introduction to the principles of computer science, including the history, social implications, and future of computing and how computing empowers discovery and progress in other fields. The relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will complete a substantial team programming project related to their interests. Students that successfully complete this course will earn AP credits.

### **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.