Message from the Superintendent

Dear DPS students and families:

On behalf of Durham Public Schools, we would like to take this opportunity to share an overview of available coursework, programs, and continued innovations available across our diverse and academically challenging high school campuses. The High School Course Guide is designed to ensure students and parents are aware of the many avenues available for completion of the North Carolina Graduation Requirements, as well as varied offerings that address college access and credit, career interests and certifications, and overall goals of high school students.

This high school course guide will help you learn about our course offerings, programs of study, graduation requirements, scheduling and many other things that will prepare you for a great learning experience.

Take some time to study this guide and learn more about the wide range of opportunities our high schools provide. Our teachers and counselors are available to answer your questions and help you make decisions about your academic path.

Our goal is for every student to walk across the graduation stage ready for college, career, and a promising future. We invite you to take advantage of everything Durham Public Schools has to offer. You can build the brightest of futures with us, and we are determined to help you succeed.

Sincerely,

Pascal Mubenga
Superintendent

Durham Public Schools

Dr. Pascal Mubenga       Dr. Nakia Hardy
Superintendent          Deputy Superintendent for Academic Services
Phone: 919-560-3716     Phone: 919-560-3874

Durham Public Schools does not discriminate on the basis of race, ethnic origin, gender or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

Durham Public Schools expects all employees, students and other members of the school community to conduct themselves in an appropriate manner with concern and respect for all members of the school community. Discrimination and harassment on the basis of race, sex, religion, creed, disability, national origin or language minority status will not be tolerated.
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## Directory of High Schools

### Comprehensive Schools

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<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillside High School</td>
<td>3727 Fayetteville St, Durham, NC 27707</td>
<td>919-560-3925</td>
<td>919-560-2312</td>
<td>Dr. William Logan</td>
</tr>
<tr>
<td>Jordan High School</td>
<td>6806 Garrett Rd, Durham, NC 27707</td>
<td>919-560-3912</td>
<td>919-560-2620</td>
<td>Susan Taylor</td>
</tr>
<tr>
<td>Northern High School</td>
<td>117 Tom Wilkinson Rd, Durham, NC 27712</td>
<td>919-560-3956</td>
<td>919-479-3001</td>
<td>Dan Gilfort</td>
</tr>
<tr>
<td>Riverside High School</td>
<td>3218 Rose of Sharon Rd, Durham, NC 27712</td>
<td>919-560-3965</td>
<td>919-560-3798</td>
<td>Tonya Williams</td>
</tr>
</tbody>
</table>

### Magnet and Specialty High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Medicine Academy</td>
<td>301 Crutchfield St, Durham, NC 27701</td>
<td>919-560-2001</td>
<td>919-477-3927</td>
<td>Dr. Jacqueline Tobias</td>
</tr>
<tr>
<td>Durham School of the Arts (6-12)</td>
<td>400 N. Duke St, Durham, NC 27701</td>
<td>919-560-2217</td>
<td></td>
<td>David Hawks</td>
</tr>
<tr>
<td>J. D. Clement Early College High School at North Carolina Central University</td>
<td>1801 Fayetteville St, Durham, NC 27707</td>
<td>919-560-2966</td>
<td>919-560-2968</td>
<td>Dr. Gloria Woods-Weeks</td>
</tr>
<tr>
<td>Middle College High School at Durham Technical Community College</td>
<td>1616 Cooper St, Durham, NC 27703</td>
<td>919-536-7203</td>
<td>919-536-7294</td>
<td>Alexis Spann</td>
</tr>
<tr>
<td>New Tech High School</td>
<td>3727 Fayetteville St, Durham, NC 27707</td>
<td>919-560-9183</td>
<td>919-560-3686</td>
<td>Dr. Tounya Wright</td>
</tr>
<tr>
<td>The School for Creative Studies (6-12)</td>
<td>5001 Red Mill Rd, Durham, NC 27704</td>
<td>919-560-3535</td>
<td>919-477-9189</td>
<td>Renee Price</td>
</tr>
<tr>
<td>Southern School of Energy &amp; Sustainability</td>
<td>800 Clayton Rd, Durham, NC 27703</td>
<td>919-560-3968</td>
<td>919-560-2445</td>
<td>Jerome Leathers</td>
</tr>
</tbody>
</table>

### Other Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durham Performance Learning Center</td>
<td>401 N. Driver St, Durham, NC 27703</td>
<td>919-530-9190</td>
<td>919-560-2214</td>
<td>Kesha Futrell</td>
</tr>
<tr>
<td>Holton Career and Resource Center</td>
<td>401 N. Driver St, Durham, NC 27703</td>
<td>919-560-2219</td>
<td>919-237-5669</td>
<td>Kesha Futrell</td>
</tr>
<tr>
<td>Hospital School</td>
<td>Duke University Medical Center</td>
<td>919-684-5684</td>
<td>919-684-5319</td>
<td>Michael Somers</td>
</tr>
<tr>
<td>Lakeview School (6-12)</td>
<td>3507 Dearborn Dr, Durham, NC 27704</td>
<td>919-560-2520</td>
<td>919-560-2446</td>
<td>Dr. Theresa McGowan</td>
</tr>
</tbody>
</table>
Magnet Programs and Other High School Options

Durham Public Schools offers a variety of innovative magnet programs and other options for students. To attend one of these programs, students must apply for entry. For information about the application process, call the Office of Student Assignment at (919) 560-2059 or visit www.magnet.dpsnc.net.

Magnet High Schools

City of Medicine Academy | Grades 9-12, www.cma.dpsnc.net

The City of Medicine Academy (CMA) is an academically rigorous high school that contributes to educating future healthcare professionals in preparation for meeting the ever growing healthcare needs of the community. Students graduating from CMA are prepared to enter the healthcare workforce and/or postsecondary healthcare education. The City of Medicine Academy partners with several local universities, along with Durham Technical Community College and Watts School of Nursing, to offer students opportunities for college credit and internships. Students can earn certification in several areas while still in high school.

Durham School of the Arts | Grades 6-12, www.dsa.dpsnc.net

The mission of Durham School of the Arts is to help students from diverse backgrounds fully realize their individual academic and creative capacities through a rigorous educational program, emphasizing excellence in the visual and performing arts. Durham School of the Arts offers beginning through advanced arts courses in band, chorus, piano, strings, guitar, art, sculpture, photography, dance, theater, digital arts, film and writing. Upon entering high school, all students select two of the eleven arts concentration areas to focus on for their four years of high school.


The instructional cornerstone for New Tech High School is collaborative project-based learning by utilizing technological resources. The school is partnered with the national New Tech Network and Durham Technical Community College in order to provide opportunities for students to take college level coursework during high school. New Tech will combine rigorous and relevant college preparatory curriculum with several integrated courses, problem-based learning opportunities, and an emphasis on Information Technology. The program offers unique learning opportunities, including collaborative schoolwork with internships with local industry partners and required community service hours. Students will graduate with a high school diploma and up to 12 semester hours of college credit.

Josephine D. Clement Early College High School at North Carolina Central University | Grades 9-12, www.echs.dpsnc.net

The Josephine Dobbs Clement Early College High School (ECHS) is an innovative partnership with North Carolina Central University. Students will graduate with a high school diploma, and up to two years of college credit toward a bachelor's degree. ECHS is designed to substantially increase the number of minority and female students who will pursue advanced studies and careers in Science, Technology, Engineering and Mathematics.

Middle College High School at Durham Technical Community College | Grades 11 & 12, www.mchs.dpsnc.net

The Middle College High School (MCHS) expands opportunities for academically capable high school juniors and seniors to earn a high school diploma and receive credit toward a postsecondary certificate, diploma, or associate's degree. It is a partnership among the Durham, Chapel Hill-Carrboro, and Orange County School Systems and Durham Technical Community College. Through this partnership, students will experience a rigorous program of study on the campus of a community college. Curriculum offerings include core honors level high school courses and community college courses.

Southern School of Energy and Sustainability | Grades 9-12, www.southern.dpsnc.net

Southern School of Energy and Sustainability is a large STEM (Science, Technology, Engineering, and Math) high school comprised of four smaller schools. The innovative magnet school offers students the advantages of a small personalized school environment while being able to participate in the athletics and extracurricular activities of a large high school. Students at the school select one of the following small schools to complete their high school education: Business Management & Sustainability, Technology & Energy, Biomedical Technology, and Architecture & Construction Engineering.
The School for Creative Studies | Grades 6-12, www.scs.dpsnc.net

The School for Creative Studies is a small secondary school that operates on a year round calendar and prepares students for the growing creative economy. The jobs that make up the creative economy demand people who are equipped with creative skill sets and who work comfortably and productively in collaborative environments. Instruction at the school is facilitated to develop creativity, divergent thinking, communication skills, and bring relevance to the curriculum. Students will customize their curriculum through specialized coursework, internships, and partnerships in a variety of areas such as Media Arts, Graphic Design, Architectural Design, Broadcasting, Film and Documentary Production, Communication Arts and Entrepreneurship and Project Lead The Way.

Magnet Office Contact Information:
Kimberly Marion, Director of Advanced Academics & Magnet Programs
kimberly.marion@dpsnc.net | 919-560-2000 x21029

International Baccalaureate Middle Years & Diploma Programme at Hillside High School | Grades 9-12, http://hillside.dpsnc.net/

The International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP) is a high quality program of international coursework developed and authorized by world renowned International Baccalaureate Organization (IBO). The IB Programme is designed to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Both programs offer rigorous academic challenge and critical thinking that draws connections among the subject areas and the real world. The Diploma Programme is a college preparatory coursework culminating in a series of internal assessments and examinations which may earn students’ college credits.

Other High School Options

Durham Performance Learning Center | Grades 10-12, www.dplc.dpsnc.net
The Performance Learning Center (PLC) represents an innovative partnership among Durham Public Schools, Communities in Schools of Durham and Communities in Schools North Carolina, Inc. Students may supplement online learning through a variety of internships and job shadowing opportunities. PLC provides an ideal setting for students who need a more flexible schedule in order to complete their high school diploma. Please contact your base school’s counselor for more information.

Holton Career and Resource Center | Grades 9-12, www.HoltonCenter.dpsnc.net
Durham high school students have the opportunity to earn credit in career and technical areas not offered at their base school. Students may enroll in afternoon and evening courses to earn credit towards graduation and industry certifications. The curriculum focuses on specific skill areas which can be paired with small business/entrepreneurship classes giving students the know-how to become small business owners in Durham.
# Hillside High School International Baccalaureate Programme Preferred Prerequisites & IB Courses by Grade

<table>
<thead>
<tr>
<th>MYP Subject Groups</th>
<th>Language &amp; Literature</th>
<th>Language Acquisition</th>
<th>Individuals &amp; Societies</th>
<th>Sciences</th>
<th>Mathematics</th>
<th>Arts</th>
<th>Design/Elective</th>
<th>Health/PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 (Year 4 of MYP)</td>
<td>English 1 MYP</td>
<td>Spanish 1 or 2 French 1 or 2 Mandarin 1 or 2</td>
<td>World History MYP or AP World History</td>
<td>Earth/Environmental Science MYP or Biology MYP</td>
<td>Common Core Math 2 MYP</td>
<td>Common Core Math 3 MYP</td>
<td>Vocal Music 1 Dance 1</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10 (Year 5 of MYP)</td>
<td>English 2 MYP</td>
<td>Spanish 2 and/or 3 MYP French 2 and/or 3 MYP Mandarin 2 and/or 3 MYP</td>
<td>Civics &amp; Economics MYP</td>
<td>Biology I MYP and Chemistry 1 MYP</td>
<td>Common Core Math 3 MYP or Common Core Math 4 MYP</td>
<td>Your choice</td>
<td>Art 2</td>
<td>Band 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma Subject Groups</td>
<td>Group 1 HL</td>
<td>Group 2 SL</td>
<td>Group 3 HL</td>
<td>Group 4 SL/HL</td>
<td>Group 5 SL</td>
<td>Group 6 SL/HL</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
The 7 Key Steps for Selecting Your Courses for 2019-2020

**STEP 1: Review the chart below.**
Make sure you fully understand the requirements needed to earn your high school diploma.

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area</strong></td>
</tr>
<tr>
<td>Future-Ready Core:</td>
</tr>
<tr>
<td>Course of Study Requirements For Ninth Graders Entering in 2012-13 &amp; Later</td>
</tr>
<tr>
<td>Future-Ready Occupational: Course of Study Requirements <strong>for select IEP students with EOC proficiency level exemption</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>NC MATH I, II, III plus, a 4th Math course aligned with student’s post high school plans</td>
</tr>
<tr>
<td>3 Credits required</td>
</tr>
<tr>
<td>OCS Introduction to Mathematics</td>
</tr>
<tr>
<td>OCS MATH I</td>
</tr>
<tr>
<td>OCS Financial Management</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>A physical science course, Biology, an environmental science (Earth &amp; Environmental Science OR AP Environmental Science</td>
</tr>
<tr>
<td>2 Credits required</td>
</tr>
<tr>
<td>OCS Applied Science</td>
</tr>
<tr>
<td>OCS Biology</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>World History, American History I, American History II, American History: The Founding Principles, Civics and Economics <strong>A student who takes AP US History instead of American History I and American History II must take an additional social studies course to meet the four credit requirement.</strong></td>
</tr>
<tr>
<td>2 Credits required</td>
</tr>
<tr>
<td>OCS American History I</td>
</tr>
<tr>
<td>OCS American History II</td>
</tr>
<tr>
<td>Effective 2017-2018, enrolling 9th graders will take OCS American History: Founding Principles, Civics and Economics plus American History I or II</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>1 Credit required</td>
</tr>
<tr>
<td>.5 Health &amp; .5 Physical Education</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
</tr>
<tr>
<td>2 elective credits in any combination of the following:</td>
</tr>
<tr>
<td>• Career and Technical Education (CTE)</td>
</tr>
<tr>
<td>• Arts Education</td>
</tr>
<tr>
<td>• World Languages</td>
</tr>
<tr>
<td>DPS expects for all students to complete a 4 elective credit concentration from one of the following:</td>
</tr>
<tr>
<td>6 Credits required</td>
</tr>
<tr>
<td>At least one credit in fine arts recommended</td>
</tr>
<tr>
<td>4 Credits CTE required</td>
</tr>
<tr>
<td>6 Credits Occupational Preparation required</td>
</tr>
<tr>
<td>OCS Preparation I, II (2 units), III (2 units), IV</td>
</tr>
</tbody>
</table>
**Career and Technical Education (CTE)**
To be a CTE concentrator, at least 3 of the 4 elective credits must be foundation courses in a career cluster with one being a Level II or completer course. The fourth elective credit can be an enhancement course within the same career cluster.
- JROTC
- Arts Education
- Social studies
- Science
- Mathematics
- English
- World Languages
- Health/Physical education

**150 hours of school-based training**
- 225 hours of community-based training
- 225 hours of paid employment.
- Elective credits/completion of IEP objectives/Career Portfolio required

**Electives**
(Durham Public Schools Requirement)
- 6 credits required
  (Durham School of the Arts 2 credits required)
- **Students can select electives offered at their school based on college/career plans and individual interest.**

**World Languages**
- Not required for high school graduation.
- **A two-credit world language minimum is required for admission to the UNC system and many other universities.**

**Total**
- 28 Credits
  (Durham School of the Arts and the School for Creative Studies- 24 credits required)
- 28 Credits
  (Durham School of the Arts and the School for Creative Studies- 24 credits required)

**Promotion Requirements**
High school students shall be promoted by earning credits through successful completion of courses. Per DPS Board Policy 3235.3, students in grades 6-8 may earn credit towards high school graduation by successfully completing courses that are described in the North Carolina Standard Course of Study for grades 9-12.

<table>
<thead>
<tr>
<th>From Grade → To Grade</th>
<th>Credits Needed</th>
<th>Credits Needed (DSA and SCS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 → 10</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>10 → 11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>11 → 12</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>12 → Graduate</td>
<td>28</td>
<td>24</td>
</tr>
</tbody>
</table>
**STEP 2: Complete the course credit worksheet below using your transcript.**

Talk to your school counselor and/or teachers if you need help understanding graduation requirements or reading your transcript. Your transcript is a complete record of all the high school courses you took, your grades and the credits you earned.

Your Name: ____________________________________________________________________
Area of Concentration: ____________________________________________________________________
Postsecondary Goal: ____________________________________________________________________

### Courses Required for Graduation

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credit Earned:</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td>English I*&lt;br&gt;English II*&lt;br&gt;English III*&lt;br&gt;English IV*&lt;br&gt;Intro to Math*&lt;br&gt;MATH I*&lt;br&gt;Financial Mgmt.*&lt;br&gt;MATH II&lt;br&gt;MATH III&lt;br&gt;4th Math</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>Standard Honors/MYP, AP/IB, or OCS*&lt;br&gt;MATH I*&lt;br&gt;MATH II&lt;br&gt;MATH III&lt;br&gt;4th Math</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td>Standard Honors/MYP, AP/IB, or OCS*&lt;br&gt;World History&lt;br&gt;American History I*&lt;br&gt;American History II*&lt;br&gt;Civics &amp; Economics*</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>Standard Honors/MYP, AP/IB or OCS*&lt;br&gt;Earth/Environ&lt;br&gt;Applied Science*&lt;br&gt;Biology*&lt;br&gt;Physical Science, Chemistry, OR Physics</td>
</tr>
</tbody>
</table>

List other English courses:  
Credit Earned: __________

List other Math courses:  
Credit Earned: __________

List other Social Studies courses:  
Credit Earned: __________

List other Science courses:  
Credit Earned: __________

List other World Language courses:  
Credit Earned: __________

List CTE or ROTC courses:  
Credit Earned: __________

List Visual or Performing Arts courses:  
Credit Earned: __________

List Physical Education courses:  
Credit Earned: __________

Healthful Living  
Credit Earned: __________
STEP 3: Be sure you understand your teachers’ recommendations.
Courses can be offered on standard, enriched, honors, or Advanced Placement levels. You should follow your teachers’ recommendations concerning the level that would best support your academic success. However, if you, your parents/guardians, and your school counselor discuss other options and agree that a different plan would be appropriate for you, please request a level change.

As a general guideline, DPS encourages you to take the most challenging courses and levels that you can successfully complete. School counselors and teachers use a variety of data to help you make course and level decisions. This data includes:
- your postsecondary goals
- your work ethic
- your grades
- your reading level

STEP 4: Meet with your school counselor.
Meet with your school counselor to discuss how your course selections can best help you progress towards graduation and meet your goals for postsecondary education.

STEP 5: Complete your school’s registration form and return it by the due date as indicated on the form.
Be sure that you request the courses you really want to take! Schools plan their master schedules based on their students’ requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins.

STEP 6: Review your course selections and final schedule.
Review your course selections and final schedule when you receive them from your school. Make sure your schedule includes the required courses you need for graduation, the correct levels of each course, and the electives you requested. All efforts will be made to balance core subjects and electives.

STEP 7: Change any courses before the first day of school.
If you need to change any of the courses on your schedule, be sure to do so before the first day of school. High schools set aside schedule change sessions before the beginning of the school year. If you need a schedule change, be sure to attend one of these sessions.

Schools must honor these requests from seniors:
- Requests for courses you need for graduation
- Requests for courses you need based on earning summer school credit(s)
- Requests for courses you need to complete a CTE cluster or other area of concentration

Schools will not honor requests for:
- Specific teachers
- Specific periods
- Specific semesters

Pending space availability, your school may or may not be able to honor requests for different electives.

Sample Four-Year Plans
Four-Year Plans help you make sure the courses you take each year in high school will prepare you for your plans after high school. Three different sample four-year plans are included in this Course Guide.
## DPS Sample 4-Year Graduation Plan - Career or Military

<table>
<thead>
<tr>
<th>9th Grade (Fall) Year: 2019</th>
<th>9th Grade (Spring) Year: 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Grad. Requirement</strong></td>
</tr>
<tr>
<td>English I Standard</td>
<td>1 of 4 Required</td>
</tr>
<tr>
<td>Earth Science Standard</td>
<td>1 of 3 Required</td>
</tr>
<tr>
<td>Health / PE</td>
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<td>Foundations of Math 1</td>
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<tbody>
<tr>
<td>Course Title</td>
<td>Grad. Requirement</td>
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</tr>
<tr>
<td>English III</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Service Learning Hours</td>
<td></td>
</tr>
<tr>
<td><strong>12th Grade (Fall) Year: 2022</strong></td>
<td></td>
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<tr>
<td>Course Title</td>
<td>Grad. Requirement</td>
</tr>
<tr>
<td>English IV</td>
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<tr>
<td>Elective</td>
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<td>Service Learning Hours</td>
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20 Credits (17 at DSA and SCS) Needed to be Promoted to 12th Grade

28 Credits (24 at DSA and SCS) Needed to Graduate
# DPS Sample 4-Year Graduation Plan - 2-year Community / Technical College

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grad. Requirement</th>
<th>Credit</th>
<th>Course Title</th>
<th>Grad. Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I Honor or Standard</td>
<td>1 of 4 Required</td>
<td>1</td>
<td>World History AP/ Honors/ Standard</td>
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</tr>
<tr>
<td>Earth Science Honor or Standard</td>
<td>1 of 3 Required</td>
<td>1</td>
<td>Math 1 Honor or Standard</td>
<td>1 of 4 Required</td>
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<tr>
<td>Health / PE</td>
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<td>Elective</td>
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<td>3 of 12 Required</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Credit</th>
<th>Course Title</th>
<th>Grad. Requirement</th>
<th>Credit</th>
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<tbody>
<tr>
<td>English II Honor or Standard</td>
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<td>American History I Honor or Standard</td>
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<td>Math 2 Honor or Standard</td>
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**Services Learning Hours Needed to be Promoted to 11th Grade**

<table>
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<th>9th Grade (Spring) Year: 2020</th>
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<tbody>
<tr>
<td>10th Grade (Fall) Year: 2020</td>
<td>10th Grade (Spring) Year 2021</td>
</tr>
<tr>
<td>Course Title</td>
<td>Grad. Requirement</td>
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<tr>
<td>------------------------------</td>
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</tr>
<tr>
<td>11th Grade (Fall) Year: 2021</td>
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<tr>
<td><strong>English III</strong></td>
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<td>Honors or Standard</td>
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<td>Honors or Standard</td>
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<td><strong>Elective</strong></td>
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<td><strong>Service Learning Hours</strong></td>
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<tr>
<td>12th Grade (Fall) Year: 2022</td>
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<tr>
<td><strong>English IV</strong></td>
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<tr>
<td>Honors or Standard</td>
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<tr>
<td><strong>Science Elective</strong></td>
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<td>Honors or Standard</td>
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<tr>
<td>9th Grade (Fall) Year: 2019</td>
<td>9th Grade (Spring) Year: 2020</td>
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</tr>
<tr>
<td>Course Title</td>
<td>Grad. Requirement</td>
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<tr>
<td>English I</td>
<td>Honors or Standard</td>
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<tr>
<td>Biology</td>
<td>Honors or Standard</td>
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<td>Health / PE</td>
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<td><strong>Service Learning Hours</strong></td>
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<tbody>
<tr>
<td>Course Title</td>
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<tr>
<td>English II</td>
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<td>Chemistry or Physics</td>
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<td>Course Title</td>
<td>Grad. Requirement</td>
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<tr>
<td>English III</td>
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<td>AP/ Honors/ Standard</td>
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<td>AP Environmental Science</td>
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<tr>
<td>Course Title</td>
<td>Grad. Requirement</td>
</tr>
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<td>English IV</td>
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<tr>
<td>AP/ Honors/ Standard</td>
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<td>Science Elective Honors or Standard</td>
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<tr>
<td>Service Learning Hours</td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION ABOUT LEARNING OPPORTUNITIES

Diploma Endorsements
Students may earn the following endorsements as additional recognitions to their high school diploma. **Students may earn more than one endorsement.

North Carolina Scholars Endorsement
Students who wish to earn recognition as a North Carolina Scholar must successfully complete these requirements:
• All Future Ready Core course requirements
• A fourth mathematics course that has MATH III as a prerequisite
• A Chemistry or Physics course (to meet the physical science requirement)
• Two credits of the same World Language (other than English)
• The student shall complete four elective credits constituting a concentration recommended from one of
  the following: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, any
  other subject area.
• The student shall have taken three higher level courses during junior and/or senior years which carry
  quality points such as: Advanced Placement; International Baccalaureate; Dual or college equivalent
  courses; Advanced CTE and CTE credentialing courses; Honors level courses.
In addition, North Carolina scholars must earn an overall four-year unweighted grade point average of 3.5.

College/UNC Endorsement
Students who wish to earn the College/UNC Endorsement must successfully complete these requirements:
• All Future Ready Core course requirements
• In addition to MATH I, MATH II, and MATH III, the student must successfully complete a fourth mathematics course aligned with the student’s postsecondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System’s Multiple Measures Placement policy.
• Earn an overall four-year unweighted grade point average of 2.6

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Entrance requirements vary among colleges and universities. Students who wish to attend private colleges or universities should be sure they understand entrance requirements specific to the college/university of their choice.

Global Languages Endorsement
The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.

The student shall establish proficiency in one or more languages in addition to English using one of the following options:
• Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale
• Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses
• Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001

Limited English Proficiency students shall complete all the requirements of sections A and B above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

College Endorsement
• Students who wish to earn the College Endorsement must successfully complete these requirements:
  • All Future Ready Core course requirements

Career Endorsement
• The student shall earn an unweighted grade point average of at least 2.6.
• Except as limited by N.C.G.S. §115C-81(b), the student shall complete mathematics sequence of MATH I, MATH II, MATH III, and a fourth math including applied math courses found in the Career and Technical Education (CTE) domain.
• The student shall complete a CTE concentration in one of the approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/). The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification.

University of North Carolina
Admission
Minimum Course Requirements:
• Four credits in English
• Four credits in Math, including a fourth mathematics course that has MATH III as a prerequisite
• A life science course such as Biology
• A physical science course such as Chemistry, Physical Science, or Physics
• At least one science that is considered a laboratory course
• Two credits in social studies, including one credit in US History
• Two credits of the same World Language

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Entrance requirements vary among colleges and universities. Students who wish to attend private colleges or universities should be sure they understand entrance requirements specific to the college/university of their choice.

eLearning Opportunities (Online Courses)
Online courses provide students with these opportunities:
• Flexible scheduling
• Individualized pacing
• Opportunity to earn high school
• Opportunity to enroll in courses not offered in your high school

Durham Public Schools partners with NCVPS and other approved online vendors to provide eLearning Opportunities. NCVPS awards high school course credits to students who successfully complete core courses, Advanced Placement courses, and/or honors courses. Students may use NCVPS courses to meet high school graduation requirements or enhance transcripts for college applications.

Based on DPS Policy 3102, Online Instruction (e-Learning), enrollment in these courses requires the approval of the school principal, the school counselor, and the student’s legal guardian. Please contact your school counselor for more information. Students and their parents should read and discuss the DPS eLearning Handbook, sign the online learning contract and return it to their school counselor prior to enrolling in an online course.

Students may need their own dedicated computer with internet connectivity at home. Students who do not have a computer at home should contact their school counselor.

Career and College Promise through Durham Technical Community College
Durham Public Schools high school students who meet eligibility requirements have the opportunity to enroll in community college courses that provide pathways leading to a credential, certificate, diploma, or a degree. Career and College Promise offers three pathways: Career and Technical Education, College Transfer, and Cooperative Innovative High Schools Program. Students are given the opportunity to earn college credit completely transferable to all UNC System Institutions and many of North Carolina’s Independent Colleges and Universities. Contact your school counselor or Career Development coordinator or go to: www.durhamtech.edu/admissions/highschoolstudent.htm.

Durham Public Schools’ Academic Policies
Grading Scale and Weights
Beginning with the 2015-2016 school year, the North Carolina State Board of Education required all school districts to implement a new grading scale. This new scale applies to middle schools and high schools and changes the way letter grades are assigned. It also changes the how grade point averages (GPAs) are calculated for high school students.
<table>
<thead>
<tr>
<th>Course Average</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A 90% to 100%</td>
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<tr>
<td>B 80% to 89%</td>
<td>3.0 GPA</td>
</tr>
<tr>
<td>C 70% to 79%</td>
<td>2.0 GPA</td>
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<tr>
<td>D 60% to 69%</td>
<td>1.0 GPA</td>
</tr>
<tr>
<td>F Less than 60%</td>
<td>0.0 GPA</td>
</tr>
</tbody>
</table>

In addition, students entering the 9th grade for the first time in 2015-2016 or later will earn an additional 0.5 quality points for courses taken at the honors level or for International Baccalaureate Middle Years Programme courses and an additional 1.0 quality points for courses taken at the Advanced Placement or International Baccalaureate level and for Dual Enrollment Courses.

Credit by Demonstrated Mastery (CDM)
Starting in 2015, students are able to earn credit for a course without spending a set number of hours taking the course in a classroom.

What is CDM?
- CDM is a process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content, without course enrollment or seat time.
- CDM is a multi-phased process that includes a written examination and a product.
- CDM is a way for highly advanced learners to benefit from subject-level acceleration.

Who is eligible?
- Any NC public school student who is able to show a deep understanding of the content without seat-time and classroom learning experience.
- Highly advanced students of the specific content; not intended initially for the masses
- Student does not need to be identified as AIG

Contact your school for more information, or visit DPS Credit by Demonstrated Mastery for the three CDM windows each year, as well as a student application.

Academic Integrity
(Reference: Durham Public Schools Board Policy 3110)
Durham Public Schools expects all students to practice honesty, trust, fairness, respect, and responsibility. Students must maintain high academic standards by obeying their school’s honor code. The honor code will include specific expectations for academic integrity and consequences for plagiarism and cheating. Students must also adhere to Durham Public School’s Acceptable Use Policy for computers and electronic media.

Information about High School Courses
Students earn one unit of credit for each successfully completed course. There are some courses that require a double period or full year to complete, while there are others that may require you to take two nine-week courses for one credit. You will find this information listed with the prerequisites. Students receive additional credits for these courses as noted.

All courses use the NC approved Standard Course of Study.

The 4X4 block schedule gives students the opportunity to take more than one course in a year in any content area. Important information about content areas is outlined at the beginning of each section.

Honors courses require students to demonstrate a high level of academic rigor, manage complex assignments, and move at a faster pace.

Special Note about Advanced Placement Courses
Advanced Placement (AP) courses are designed to meet the College Board’s rigorous standards for an Advanced Placement class and be the equivalent of a college level course for which students may, depending on the AP Exam score, receive college credit. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization. The cost for an AP exam during the 2018-19 school year was $94. This cost is subject to change. Students are expected to take the AP Exam as the culminating activity for AP courses per DPS Policy 3305.2. Per funding availability, the State Department of Public Instruction will fund all exams for the courses in which each student is enrolled for 2019-20.

School-specific Course Offerings
See each school’s registration process for school-specific courses.
Course Offerings

| ENGLISH | • Students earn 1 unit of credit for English I, II, III, IV.  
|         | • High School Literacy Foundations is a credit bearing English elective course.  
|         | • All courses use the North Carolina State Standards for English.  
|         | • Honors courses require students to demonstrate rigor, manage greater complexity, and apply literacy concepts more deeply. Honors courses are weighted + 0.5 in the calculation of GPA.  
|         | • AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted + 1.0 in the calculation of GPA.  

Possible English Course Sequences  
Students may move from one sequence to another as their needs change.

<table>
<thead>
<tr>
<th>Immediate Intervention (not required)</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
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</thead>
<tbody>
<tr>
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<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
</tr>
</tbody>
</table>

For graduation, each student must complete English I, II, III, and IV. High School Literacy Foundations is an intervention course and counts as an English elective credit.

Course Descriptions

**English I & Honors English I** | Prerequisite: None  
English I students will study literature; informational texts; poetry; drama; biographical works; influential documents of historical and literary significance and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed texts. By the end of English I, students are expected read and understand increasingly complex texts at the upper end of the ninth grade reading range. Students take the English I North Carolina Final Exam at the end of the course which counts as 20% of their final grade for the course.

**English II & Honors English II** | Prerequisite: English I  
English II students will study literature; informational texts; poetry; drama; biographical works; influential documents of
historical and literary significance; and art from the many countries and cultures. Texts include selections from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East to guide students as they develop an understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students are expected to read and understand increasingly complex texts at the upper end of the tenth grade reading range. Students are required to take the North Carolina English II Ready EOC. Must be taken by the end of Grade 10.

English III & Honors English III | Prerequisite: English II
English III students will study literature; historical documents; informational texts; poetry; drama; biographical works; and art to better gain a basic understanding of the influence of history on literature and culture. They will build on the complex literacy skills necessary to compile information from sources into meaningful and well written original texts. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range. Students take the English III North Carolina Final Exam at the end of the course which counts as 20% of their final grade for the course.

Advanced Placement Language & Composition
English III | Prerequisite: English II
This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students study American Literature and informational texts to explore historical and cultural trends of American society. Students are expected to take the AP exam in May.

English IV & Honors English IV | Prerequisite: English III
English IV students will study literature; historical documents; informational texts; poetry; drama; biographical works; influential documents of historical and literary significance; and art from Great Britain, Europe to develop an understanding of the influence of European history and colonialism on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information for use in their own argument, narrative, and informational writing. By the end of English IV, students are expected to read and understand increasingly complex texts at the upper end of the twelfth grade reading range. Students take the English IV North Carolina Final Exam at the end of the course which counts as 20% of their final grade for the course.

Advanced Placement Literature & Composition
English IV | Prerequisite: English III
This intensive, college-level course emphasizes critical reading and the analysis of literature. Students will write analytical expository essays about the literature they read. Students are expected to take the AP exam in May.

English Elective Courses

High School Literacy Foundations
High School Literacy Foundations students will be immersed in reading and writing that will accelerate the development of their literacy skills. Through literary study of high interest fiction and an analytic study of non-fiction texts, students will develop their reading fluency, comprehension and vocabulary so reading becomes easier and enjoyable. Non-fiction texts from all academic content area classes and student research will be accessed, explored, analyzed and evaluated as students sharpen the literary skills necessary to be a successful reader and writer in school, college, and the workplace.

Public Speaking I | Prerequisite: English I
This course will prepare students to become effective speakers in a variety of situations from personal to professional. By preparing several different types of speeches and presenting them to live audiences, students will gain confidence in their public speaking abilities.

Public Speaking II | Prerequisite: English I, Public Speaking I
This course continues to work begun in level I with a further emphasis on meeting specific goals, setting and keeping time limits, selecting meaningful topics, and setting personal goals for improvement. Students will develop greater fluency, learn to respond to their audience, and learn the art of giving constructive feedback to classmates.

Creative Writing | Prerequisite: English I
Students will take a look below the surface of the page and dig into the ways that creative writing can convey multiple meanings. Students will learn how the choice of words and the use of imagination can evoke hidden themes that will capture the reader’s interest. Journal writing, poetry, and short story assignments will give students a variety of writing experiences.

Writing the Critical Literary Analysis III | Prerequisite: English II
(This is an honors level course.)

Writing the Critical Literary Analysis IV | Prerequisite: English III
(This is an honors level course.)
These intensive writing seminars are designed for students who wish to extend and deepen their capacity to write college-level essays. Students will practice critical analysis by writing essays based on selected texts and by responding to document-based questions. Level IV continues developing these skills using more advanced text selections.

**Mythology** | **Prerequisite:** English I

Students study mythology, its symbols, purposes, and meaning. Topics will include stories about the gods and goddesses, the exploits of heroes and heroines, and myths about creation, fertility, initiation, love, and marriage. The course will also investigate how mythology influences art, architecture, literature, music, and even advertising.

**Trends in Contemporary Literature** | **Prerequisite:** None

This course will survey the major genres and themes of contemporary literature through high interest novels. Students will engage in multiple discussion forums such as literature circles and Socratic seminars as they discuss the contents of each novel.

**African-American Literature** | **Prerequisite:** English I and II

This course engages students in an active exploration of historical and contemporary contributions of African Americans authors to American culture, academia, and literary voice.

**Mass Communications** | **Prerequisite:** English I

In this course, students explore the impact of mass media on our lives. They will learn how to become thoughtful, discriminating consumers of media such as film, advertising, newspapers, television, and more.

**Shakespeare** | **Prerequisite:** English II

In this course, students will study and write about Shakespeare’s comedies, histories, tragedies, and poetry. They will explore how other artists have depicted Shakespeare’s work through art, music, dance, and film.

**Yearbook Journalism I** | **Prerequisite:** None

As a member of the Yearbook staff, students learn to write and edit copy and captions, design layouts, take pictures, and develop themes. They will learn to use PageMaker or an alternative program for layout.

**Newspaper Journalism I** | **Prerequisite:** English I

This course provides an introduction to the history and jargon of newspaper journalism. Students will learn to write various types of articles such as news, sports, and editorials. They will study the function and style of newspapers, laws that regulate the press, and the language skills needed for quality newspaper writing.

**Yearbook Journalisms II, III or IV** | **Prerequisites:** Yearbook Journalism I, II, or III

As members of the Yearbook production staff, students learn leadership and develop high level skills in copywriting and editing, layout design, journalistic photography, marketing, and advanced desktop publishing. Students design specific yearbook pages and are graded on the product.

**Newspaper Journalisms II, III, or IV** | **Prerequisites:** Newspaper Journalism I, II, or III

Students comprise the staff of the school newspaper and are expected to master the skills required to write and edit stories, compose a page, design layouts, sell ads, and distribute the paper.

**Honors Yearbook Journalisms III or IV** | **Prerequisites:** Yearbook Journalism II or III

(After-school time is required.) Students take full responsibility for the leadership aspect of publishing the school’s yearbook including copy writing, layout design, editing, journalistic photography, advanced desktop publishing, business planning, advertising, marketing, and distribution of the book.

**Honors Newspaper Journalisms III or IV** | **Prerequisite:** Newspaper Journalism II or III

(After-school time is required.) Students master newspaper production including article conception, story/art/photo assignment, reporting, writing/editing/proofreading, layout, desktop publishing, communication with the printer, business planning, advertising, and distribution of the newspaper.
Students earn 1 unit of credit for each successfully completed course. All courses use the North Carolina Standard Course of Study for Mathematics.

Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply. Honors courses are weighted + 0.5 in the calculation of GPA.

AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted + 1.0 in the calculation of GPA.

All high school level mathematics courses will require the use of a graphing calculator. Students should have either a TI-83+ or TI-84+ graphing calculator to use outside of class.

With the North Carolina Standard Course of Study for Mathematics, high school learners can anticipate a rigorous curriculum which will adequately prepare them for further study and application of mathematics as they pursue college and various career options.

Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:

- To make sense of problems and persevere in solving them
- To reason abstractly and quantitatively
- To construct viable arguments and critique the reasoning of others
- To model with mathematics
- To use appropriate tools strategically
- To attend to precision
- To look for and make use of structure
- To look for and express regularity in repeated reasoning.

These Mathematical Practices are applied throughout each course, and with the content standards of that course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Possible Mathematics Course Sequences

Students may move from one sequence to another as their needs change. Courses marked with an * meet the UNC fourth course requirement for admission.

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<tr>
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<td>Math 2 or Honors Math 2</td>
<td>Math 3 or Honors Math 3</td>
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<td>Pre-Calculus* or AP Statistics* or AP Calculus (AB)*</td>
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<tr>
<td>Math 1 and Honors Math 1</td>
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<td>AP Calculus (AB)* or AP Statistics*</td>
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<tr>
<td>Math 2 or Honors Math 2</td>
<td>Math 3 or Honors Math 3</td>
<td>Pre-Calculus*</td>
<td>AP Calculus (AB)*</td>
<td>AP Calculus (BC)* or AP Statistics*</td>
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<tr>
<td>Introduction to Mathematics</td>
<td>Math 1</td>
<td>Financial Management</td>
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Course Descriptions

Introduction to Mathematics | Prerequisite: None
Students learn basic computation skills including the manipulation of whole numbers, decimals, fractions and percentages. Instruction is provided in measuring time, predicting patterns, and graphing. Students are also exposed to basic algebraic concepts. Students will apply mathematical concepts to solve problems.

Foundations of Math 1 | Prerequisite: None
(This course is not available to students who have passed NC Math 1 or MATH 1.)
Required by Durham Public Schools for identified students as a prerequisite to NC Math 1. Foundations of Math I students will extend their understanding of middle grades math. Students will also accelerate their learning of mathematics concepts that are addressed in NC Math 1.

NC Math 1 and Honors Math 1 | Prerequisite: None
This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. NC Math 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. Must be taken by the end of Grade 10.
Note: Students in this course must take the End-of-Course test for NC Math I.

Financial Management* | Prerequisite: NC Math 1 (*OCS specific requirement)
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.

NC Math 2 & Honors NC Math 2 | Prerequisite: NC Math 1
This rigorous course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions from NC Math 1 as a continuing study from NC Math 2. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Circles, with their quadratic algebraic representations, complete the course. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.
Note: Students in this course must take the NC Final Exam for NC Math 2.

NC Math 3 & Honors NC Math 3 | Prerequisite: NC Math 2/Honors NC Math 2
This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include 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.
Note: Students in this course must take the End-of-Course Test for NC Math 3.

Advanced Functions and Modeling | Prerequisite: NC Math 3/Honors NC Math 3
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 originate. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.
Note: Students in this course must take the NC Final Exam for Advanced Functions and Modeling.
Discrete Mathematics or Honors Discrete Mathematics | Prerequisite: NC Math 3/Honors NC Math 3
Discrete Mathematics 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, will be used regularly for instruction and assessment. Note: Students in this course must take the NC Final Exam for Discrete Mathematics.

Pre-Calculus | Prerequisite: NC Math 3/Honors NC Math 3
(Pre-Calculus is an honors level course.)
Pre-Calculus provides students an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Note: Students in this course must take the NC Final Exam for Pre-Calculus.

Advanced Placement Calculus AB | Prerequisite: Pre-Calculus
(It is recommended that students who enroll have completed or are enrolled in Physics I and have earned a B average in Pre-Calculus.) This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Calculus BC covers the topics of Calculus AB. In addition, sequences and series and elementary differential equations are covered in Calculus BC. Note: Students in this course are expected to take the AP exam in May.

Advanced Placement Calculus BC | Prerequisite: Pre-Calculus
(Prerequisite: Demonstration of computer competencies)
This is an intense course in computer programming that requires reading and writing actual code in JAVA. This course is intended to serve both as an introductory course for computer science majors and as a course for students who will major in other disciplines that require significant involvement with technology. Topics include programming methodology, basic language (JAVA) features and interacting objects, data structures and algorithms, as well as the ethical and social implications of computer use. Students are expected to take the AP exam in May.

COMPUTER SCIENCE

Students earn 1 unit of credit for each successfully completed course.
All courses use the NC Standard Course of Study.
Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply. Honors courses are weighted + 0.5 in the calculation of GPA.
AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted + 1.0 in the calculation of GPA.

Computer Programming I | Prerequisite: NC Math 1
The first semester of this course emphasizes basic programming tools and structures: variables, constants, looping structures (recursion, subprograms, parameter binding) and various program designs (modular and top-down design). Second semester covers advanced data structures: records, one-dimensional and multidimensional arrays. It also covers binary files, text files and the use of units for the creation of multi-file programs.

Advanced Placement Computer Science A | Prerequisite: Demonstration of computer competencies
This is an intense course in computer programming that requires reading and writing actual code in JAVA. This course is intended to serve both as an introductory course for computer science majors and as a course for students who will major in other disciplines that require significant involvement with technology. Topics include programming methodology, basic language (JAVA) features and interacting objects, data structures and algorithms, as well as the ethical and social implications of computer use. Students are expected to take the AP exam in May.
<table>
<thead>
<tr>
<th><strong>SCIENCE</strong></th>
<th>Students earn 1 unit of credit for each successfully completed course. All courses use the NC Standard Course of Study. Biology must be completed by the end of the 11th grade year. Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. Honors courses are weighted + 0.5 in the calculation of GPA. AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted + 1.0 in the calculation of GPA.</th>
</tr>
</thead>
</table>

**Possible Science Course Sequences**

Students may move from one sequence to another as their needs change. Students who want to pursue careers in the sciences should take additional courses in their area of interest.

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**High School Science Course Progressions**

Adjustments to this sequence may be made on a case-by-case basis. Due to unique programming at specific schools, this sequence may vary at certain school sites.

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**Required Science Courses**

**Earth/Environmental Science or Honors Earth/Environmental Science** | **Prerequisite:** None  
This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities and fieldwork. Students study how humans impact their environment and how the environment influences human life. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

**Applied Science** | **Prerequisite:** None (*OCS specific requirement)  
Students learn about energy, the environment, conservation, and chemical exposure. The students also study the systems of the human body and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts to real world situations.
Elective Biology Courses

Biology or Honors Biology  |  Prerequisite: Honors level students must have completed or be concurrently enrolled in NC Math 1
Students survey the history and development of biology including an introduction to biochemistry, cellular biology, genetics, heredity, evolution, and ecosystems. Students will engage in laboratory activities to develop process and problem solving skills. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems. Must be taken by the end of Grade 11.

One of the following physical science courses is required:

Physical Science  |  Prerequisite: Students should have successfully completed or be concurrently enrolled in NC Math 1
This course is a quantitative study of matter and energy and their interactions. Topics include mechanics, light, heat, electricity, magnetism, sound, and radiation, as well as a study of the chemical structure and composition of matter. Students will be responsible for laboratory activities and will need to be able to use mathematical formulas and equations.

Elective Biology Courses

Honors Biology II  |  Prerequisites: Biology and Chemistry
This course builds on the knowledge and skills students gained in Biology and Chemistry. Extensive laboratory activities and keen problem solving skills will be essential to learning in this course.

Advanced Placement Biology  |  Prerequisites: Biology and Chemistry
This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas covered in depth in this course are molecules and cells, heredity and evolution, and organisms and populations. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

Botany or Honors Botany  |  Prerequisite: Biology, Earth/Environmental, and a physical science course
This course focuses on plant anatomy and physiology through extensive activities. Students will spend considerable time in the greenhouse while learning soil preparation, seed germination, transplanting, and proper care for a variety of plants.

Anatomy and Physiology or Honors Anatomy and Physiology  |  Prerequisite: Biology and Chemistry
This course focuses on the structures and functions of the human body. To help students understand the relationship of anatomical structures, they will participate in animal dissections. Students will use a college-level textbook to supplement class lectures. This is an excellent course for students interested in health field careers. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

Chemistry or Honors Chemistry  |  Prerequisites: Completion of or concurrent enrollment in NC Math 3
Students study a variety of chemistry topics including chemical equations and reactions, stoichiometry; the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

Physics or Honors Physics  |  Prerequisite: Students should have completed NC Math 2, NC Math 3 or higher is recommended for honors level.
Through laboratory activities and quantitative analysis, students learn about kinematics, dynamics, electricity, wave theory, and optics. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

Forensic Science or Honors Forensic Science  |  Prerequisites: Biology. Chemistry is required for honors level
Forensic science is the application of scientific methods to criminal investigations and justice system. Students will learn how crime scenes are investigated including the use of trace evidence, fingerprints, DNA, and methods for determining the time of death. They will also get an overview of forensic anthropology, documentation analysis, forensic psychology, and other crime and lab detection methods.

Honors Molecular Biology  |  Prerequisites: Biology and Chemistry
This course is an inquiry based laboratory course focusing on DNA structure and function. Students will study colony transformation, purification and identification of plasmids, transformation of recombinant DNA, restriction analysis, and bacterial cultures.

Honors Scientific Research and Methodology  |  Prerequisite: Biology
Students will study current methods for scientific research and learn how scientists design effective experiments. Laboratory investigations and keen problem solving skills
will be integral as students engage in independent study and research.

**Marine Science or Honors Marine Science** | *Prerequisite: Biology*
Students learn about the world’s oceans and their inhabitants. The students will review some basic biological and ecological concepts before learning about the general aspects of marine biology including the physical and chemical properties of the oceans that make different marine zones and communities possible. Students will also survey marine organism diversity, explore the relationships between humans and the sea, and learn about careers in marine science.

**Elective Physical Science Courses**

**Physics II or Honors Physics II** | *Prerequisite: Physics*
This course extends the laboratory and quantitative analysis begun in Physics including kinematics, dynamics, electricity, wave theory, and optics. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

**Advanced Placement Physics I** | *Prerequisites: Physics and NC Math 3*
Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students are expected to take the AP exam in May.

**Advanced Placement Physics II** | *Prerequisites: Physics and NC Math 3*
This course includes in-depth study of rectilinear, circular, and simple harmonic motion; modern physics and light theory; and electricity and magnetism. Laboratory work, mathematical analysis, process skills, and problem solving are important components of AP Physics. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

**Advanced Placement Physics C Mechanics** | *Prerequisites: Physics I and -completion of or concurrent enrollment in Calculus*
Learn to apply differential and integral calculus in order to solve problems associated with electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism. Build your understanding and critical thinking skills through inquiry-based, laboratory investigations that explore these physics concepts. Students are expected to take the AP exam in May.

**Advanced Placement Physics C Electricity and Magnetism** | *Prerequisites: Physics I and completion of or concurrent enrollment in Calculus*
Learn to apply differential and integral calculus in order to solve problems associated with kinematics; Newton’s laws of motion, work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Build your understanding and critical thinking skills through inquiry-based, laboratory investigations that explore these physics concepts. Students are expected to take the AP exam in May.

**Chemistry II or Honors Chemistry II** | *Prerequisite: Chemistry I*
Modeled after freshman college chemistry, this course includes in-depth treatment of molecular structure, reaction kinetics, thermodynamics, and equilibrium. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

**Advanced Placement Chemistry** | *Prerequisite: Chemistry and completion of or concurrent enrollment in NC Math 3*
This course will include an in-depth study of the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

**Elective Earth/Environmental Courses**

**Advanced Placement Environmental Science** | *Prerequisites: Biology, Chemistry, and NC Math 2*
Students learn how organisms and their environment interact through field, laboratory and classroom work. Through the scientific principles, concepts and methodologies, students will identify and analyze both natural and human-made environmental problems, evaluate the risks associated with those problems, and examine alternative solutions for resolving or preventing them. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

**Astronomy, Honors Astronomy** | *Prerequisites: NC Math 2*
This course provides laboratory experiences and a number of evening observation sessions. Students study Newtonian and Keplerian laws as they learn about the physics and chemistry of the universe as it evolved from the big bang
and the creation of our solar system. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems. This course takes an in-depth look at the physical characteristics of the earth’s atmosphere, including weather, structure, and air quality. Students learn through daily weather observations using local media and digital weather instruments located on campus. Specific topics of study include tropical weather, El Nino, and climate change.

**Meteorology, Honors Meteorology** | Prerequisite: Earth/Environmental Science

**SOCIAL STUDIES**

Students earn 1 unit of credit for each successfully completed course. Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply. Honors courses are weighted + 0.5 in the calculation of GPA. AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted + 1.0 in the calculation of GPA.

### Possible Social Studies Course Sequences (sequences vary by location.)

Students are required to earn 4 credits of social studies.

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<td>American I &amp; Honors</td>
<td>American II &amp; Honors</td>
<td>American History: The Founding Principles, Civics and Economics</td>
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<td>World History</td>
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<td>American II &amp; Honors</td>
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<td>AP World History</td>
<td>US History</td>
<td>AP Elective (Psych or Euro) or Hn Minority Studies</td>
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<td><strong>Early College Sequence</strong></td>
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<td>Honors American History</td>
<td>NCCU: American History 1 (Sophomore or Junior year)</td>
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Required Social Studies Courses

World History or Honors World History
This course will address six (6) periods in the study of World History, with a key focus of study from the mid-15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. They 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 or Honors American History I
Prerequisite: World History
This course begins with the European exploration of the new world and covers American history through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. This course will also provide students the opportunity to study the establishment of political parties, America’s westward expansion, the growth of sectional conflict and the Civil War, and Reconstruction.

American History II or Honors American History II
Prerequisites: World History and American History I
This course will guide students through American history from the late nineteenth century through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of Reconstruction era to modern times. 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 interactions, and understand the impact of events on the U.S. in an interconnected world.

American History: The Founding Principles, Civics and Economics or Honors American History: The Founding Principles, Civics and Economics
Prerequisite: World History
This course teaches the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. It provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The course is organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Students will gain a practical understanding of legal, political, and economic systems that affect their lives as consumers and citizens.

Social Studies Electives (Courses offered vary by location)
*Note, due to limited staffing, Northern and DSA offer Social Studies electives to students classified as a Junior or Senior only.

African-American Studies
This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African-Americans have always been an integral part of the American experience. African-American history is taught within the broader context of United States history.

American-Indian Studies
This course is designed to emphasize the significant contributions made by American Indian to the economic, political, social, and cultural development of the United States. Through this course, students discover how American Indian have always been an integral part of the American experience. American Indian history is taught within the broader context of United States history.

Latin-American Studies
This course is designed to emphasize the significant contributions made by Latin Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how Latin-Americans have always been an integral part of the American experience. Latin-American history is taught within the broader context of United States history.

International Relations
Prerequisite: World History, American History I & II
Students examine political systems, 20th and 21st century nationalism, human rights, the global economy, population issues, terrorism, and other international topics of interest. Emphasis is on discussion of current events as they are unfolding with examination of historical roots.

Multicultural Studies
Prerequisite: AP United States History or American History II
This course explores the history and culture of minorities in the United States through an interdisciplinary study in the humanities, arts, and sciences. By creating an open learning environment, students will be able to appreciate the history and culture of minorities in America and dismiss negative myths and stereotypes about people of minority ancestry. Students will gain an understanding of the economic, psychological, and social situations of minorities in America past and present.

**Psychology | Prerequisite: Classification as a sophomore, junior, or senior (varies by school)**
This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

**Contemporary Law and Justice**
This course is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and corrective justice. Students will acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials, and visits to correctional facilities.

**Sociology**
This course concentrates on the systematic study of human society and human interaction. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. They will analyze human behavior in terms of conformity and deviance, human relationships in terms of inequality and stratification, and the changing nature of society and the collective responses to change.

**Poverty in America | Prerequisite: World History**
This course focuses on the history, causes, and effects of poverty in the United States, and the role that poverty plays in American society today. In addition to building a strong foundation of factual knowledge, emphasis will be placed on the development of analytical thinking, reading, and writing skills.

**Cold War**
This course focuses on our current world—its people and societies—is in many ways a product of the Cold War. Modern global relations involving the United States and other countries, regions, and networks such as Iran, North Korea, Afghanistan, Iraq, Latin America, and Al Qaeda all have connections to the Cold War. Subsequently, the direct and indirect battles associated with this post World War II ideological conflict with the former Soviet Union have had lasting effects on our nation, our relationships with other people, and the world. The relevant lessons of the Cold War would help promote informed judgments by contemporary American citizens.

**21st Century Geography**
This geography course will emphasize the increasing interconnectedness of Earth’s people due to globalization, as well as, the notion of “spatial variation”—how and why things differ from place to place both physically and culturally on the earth’s surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind.

**21st Century Civil Liberties**
The course should accentuate the history, struggles, successes and similarities of diverse groups of twentieth-century Americans who protested on behalf of civil liberties and civil rights. The course should begin with an understanding of America’s founding documents—The Declaration of Independence and the United States Constitution—and the conceptual and historical paradoxes of each.

**Turning Points in American History | Prerequisites:**

*American History I & American History II*
This course would emphasize, in greater depth, 10-15 key turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. Turning points chosen for this course do not need to be events that have been popularly discussed in the standard United States History survey course. They should be “off-centered” to allow students an opportunity to study, in depth, a potentially fresh topic in United States History. Thus, the Mexican War could be a turning point of emphasis, instead of a better known war, such as the Civil War.

**Peer Group Connection | Prerequisites:**

*Classification as a Junior or Senior at Northern High School*
Throughout the semester, PGC-HS peer leaders will work in co-leader pairs as group discussion leaders and positive role models for their younger peers. During weekly sessions, peer leaders will lead discussions and activities with the same small group of freshmen. Our goal is to help freshmen feel welcomed into the high school and develop
the skills they need to handle everyday challenges. Peer leaders are trained in team building, group facilitation, problem solving, decision-making, and communication skills. In addition, peer leaders will learn about specific content areas, including time management, academic pressures, relationships with family and friends, alcohol and other drugs, and other topics. PGC peer leaders are required to participate in an overnight weekend retreat, to attend all classes as scheduled, and to facilitate weekly discussions with freshmen throughout the semester. Social Studies Advanced Placement (Courses offered vary by location.)

Advanced Placement United States History | Prerequisites: World History, Honors World History (& teacher recommendation,) AP Human Geography
This course meets state standards for US History as well as the College Board’s standards for AP US History. It emphasizes using analytical skills and factual knowledge to think critically about the issues and events central to US history. Students will read a variety of historical documents and interpretations of U.S. history, write essay responses to document based questions, and prepare to take the AP Exam. Students are expected to take the AP exam in May.

This course is equivalent to college level European History from 1450 to the present. It is a reading and writing intensive course that examines the cultural, economic, political, and social developments that played a fundamental role in shaping the world. The course lays the foundation for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Students are expected to take the AP exam in May.

Advanced Placement U.S. Government and Politics | Prerequisite: World History, American History I and American History II
This course provides an analytical perspective on government and politics in the United States. It involves both general concepts used to interpret U.S. politics and the analysis of specific case studies. Familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality is required. Topics include public policy, civil rights and civil liberties, as well as political beliefs and behaviors. Students are expected to take the AP exam in May.

Advanced Placement World History: Modern | 8th Grade Teacher Rec & Placement Assessment
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes, in interaction with different types of human societies. Students will read a variety of historical documents and interpretations of World History, write essay responses to document based questions, and prepare to take the AP Exam. Students are expected to take the AP exam in May. (Please note the for 2019-2020 school year, AP World History: Modern will replace the previous AP World History course.)

Advanced Placement Human Geography | Varies by school: Prerequisite: Honors World History or 8th Grade Teacher Rec & Placement Assessment
This course emphasizes the importance of geography as a field of inquiry. It shows how the discipline has evolved into the study of diverse peoples and areas organized around a set of concepts. Geographic concepts emphasized throughout the course are location, space, scale, pattern, regionalization, and place. Students learn how to use and make maps. They also learn to apply mathematical formulae, models, and qualitative data to geographical concepts. A significant outcome of the course is awareness of the relevance of academic geography to everyday life and decision making. Students are expected to take the AP exam in May.

Advanced Placement Microeconomics | Prerequisite: World History
AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the AP exam in May.

Advanced Placement Macroeconomics | Prerequisite: AP Microeconomics
AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the AP exam in May.

Advanced Placement Psychology | Prerequisite: Classification as a sophomore, junior or senior, AP United States History or C in American History I (w/ teacher recommendation)
This course is a reading systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principles, and phenomena of the major sub fields, and the methods psychologists use in their science and practice. Students are expected to take the AP exam in May.

| HEALTH & PHYSICAL EDUCATION | Students earn 1 unit of credit for each successfully completed course. All courses use the NC Standard Course of Study. All students must take and pass 1 unit of Health/Physical Education for graduation. If a medical or religious reason will prohibit your participation, talk to your principal about an exemption. Female students are encouraged to participate in the elective courses listed below. |

**Required Health & PE Courses**

**Health/Physical Education | Prerequisite: None**
The health component of this course teaches students the habits and practices that will help them maintain a healthy lifestyle now and in the future. Topics include: stress management, substance abuse, nutrition, weight management, self-protection, and relationships. Students also learn how to avoid serious health risks, manage their own behavior, and build self-esteem. Sex education stresses the benefits of abstinence until marriage, the importance of avoiding out-of-wedlock pregnancy, and the need to prevent sexually-transmitted diseases. The physical education component includes personal fitness, recreational dance, game and sport skills, and gymnastics. Students must dress out and participate actively if they are to acquire a better understanding of and appreciation for the importance of lifetime fitness. Physical Education teachers will administer fitness testing.

**Elective Health & PE Courses**

**Combination Sports | Prerequisite: Physical Education I**
(This course may not be repeated for credit.) This course focuses on physical conditioning; self-testing exercises; officiating, and assuming responsibility for organizing and directing activities. Individual, dual, and team sports depend on the availability of facilities, equipment, and staff at each school.

**General Physical Conditioning/Fitness I | Prerequisite: Physical Education I**
(Course may not be repeated for credit.) This course is designed to develop and test strength, endurance, speed, agility, and flexibility. Students will gain self-confidence as they participate in calisthenics, running, weight training, plyometrics, and stretching.

**Weight Training | Prerequisite: General Physical Conditioning/Fitness I**
(Course may not be repeated for credit.) This course is designed to develop and maintain higher levels of physical strength and conditioning. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

**Advanced Weight Training | Prerequisite: Weight Training**
(This course may not be repeated for credit.) This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly.

**Advanced Physical Conditioning | Prerequisite: Advanced Weight Training**
(Course may be repeated for one unit of credit.) This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly. Athletes are encouraged to sign up for the advanced classes.

**Responding to Emergencies | Prerequisite: Health I and Physical Education I**
Students learn how to respond to emergencies by studying first aid and CPR, and by becoming more knowledgeable about the impact of alcohol and drugs. By successfully completing this course, students can earn American Red Cross certification.

**Sports Medicine I | Prerequisite: Biology I**
The purpose of this course is to provide students with a basic understanding of athletic training and sports medicine. Students learn emergency first aid treatment, rehabilitation, anatomy, and physiology. Students will also learn taping and wrapping procedures for acute athletic injuries. Practical experience hours after school may be required.
Sports Medicine II | Prerequisite: Sports Medicine I
The purpose of this course is to provide students with a practical understanding of sports medicine and athletic training. Topics include first aid and CPR, injury recognition and evaluation, injury management and treatment, and organization and administration. Students have opportunities to continue improving their athletic taping and wrapping proficiencies and will continue their study of emergency first aid, anatomy, and physiology. Students will help care for athletes and be required to contribute after school hours.

Sports Medicine Practicum (Sports Medicine III) | Prerequisite: Sports Medicine II and Teacher Approval
The purpose of this course is to provide students with an understanding of athletic training from both a theoretical and practical viewpoint. Topics include upper/lower extremity injuries, head/facial injuries, spinal injuries, and abdominal injuries. Students will continue to learn how to prevent and manage injuries including recognizing specific injuries and learning how to treat and rehabilitate them. Students will also learn how to organize and administer athletic programs including understanding how to educate and counsel athletes. Students help design and implement health care programs for sports injuries. Practical experience hours after school may be required.

Sports Medicine Internship (Sports Medicine IV) | Prerequisite: Sports Medicine Practicum and Teacher Approval
This course is a self-paced study of advanced athletic training skills. Students investigate current trends in sports medicine and experience practical application of advanced skills. Students are expected to serve as trainers for various sports teams after school.

Fitness for Life | Prerequisite: Health and Physical Education
Students work with a physical education instructor to plan, and implement a self-created fitness program using a wide variety of activities. The following is a list of some of the activities/exercises: jump rope, aerobics, dance, circuit training, distance/sprint running, isotonic exercises, and agility drills. Students will also learn how to monitor their heart rate and ensure proper nutrition for specific sports or training programs. Students evaluate their fitness program, monitor their progress, and modify their fitness plan and/or goals as needed.

Outdoor Education I | Prerequisite: Health/Physical Education, junior or senior status
In this experiential course, students participate in a variety of activities including: outdoor cooking, rappelling, orienteering, kayaking/canoeing, adventure trip planning, and initiative games. Through these experiences, students gain self-confidence and learn how to trust, cooperate, and communicate more effectively. Field experience will be optional with space limitations considered.

Outdoor Education II | Prerequisite: Outdoor Education, senior status
Outdoor Education I activities will be enhanced in level II. Additional activities may include an extensive snowshoe project, advanced kayaking, fly fishing, and backcountry trip planning. Students will leave campus for various activities including a conservation project focused on the Mountains-to-Sea Trail. Optional overnight and day trips involving backpacking, kayaking, fly fishing or caving will be offered with space limitations considered.

WORLD LANGUAGES
Students earn 1 unit of credit for each successfully completed course. All courses use the NC Essential Standards, which are based on the ACTFL proficiency guidelines. Level I and II are standard courses. Level III and above are honors courses which require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted + 0.5. AP/IB courses require students to master college level material, skills, and pacing. Students are expected to take the AP/IB exam. AP/IB courses are weighted +1.0 in the calculation of GPA.

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<tr>
<th>Modern World Languages Instruction</th>
<th>Modern World Languages Offerings</th>
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<tr>
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<td>French I</td>
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Effective instruction in modern world languages requires that teachers and their students use the target language as exclusively as possible.

Students at all levels should be aware that their teachers will speak the target language about 90% of the time, focusing on interpersonal communication and proficiency in the target language.

Teachers have many strategies to help students adjust to having 90% of their instruction given in the target language.

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<tr>
<th>Level I: Modern World Languages Courses</th>
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<td>This course introduces students to the target language and its culture. This class develops listening, speaking, reading, and writing skills, with emphasis placed on interpersonal communication and proficiency. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own. Classes are conducted primarily in the target language. Students will learn on the Novice Low &amp; Novice Mid-levels of language proficiency according to the North Carolina World Language Essential Standards. Heritage speakers or students who have lived abroad may be placed into higher levels of language without taking a prerequisite, based on a language proficiency assessment. These students are not awarded credit for the level(s) they may skip. It is recommended that students enrolled in this course have passed English/ELA with a “C” or above.</td>
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<th>Level II: Modern World Languages Courses</th>
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<td>Students further develop their listening, speaking, reading and writing skills; with emphasis placed on interpersonal communication and proficiency. By the end of the course, students will be able to interact with others on issues of everyday life. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students will also continue to learn about the differences between languages and cultures, and how different cultures influence each other. Students will learn on the Novice High &amp; Intermediate Low levels of language proficiency according to the North Carolina World Language Essential Standards. It is recommended that students enrolled in this course pass Level I with a “C” or above.</td>
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<th>Level III: Modern World Languages Courses</th>
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<td>Students’ skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture, with emphasis being placed on interpersonal communication and proficiency. Students will learn on the Intermediate Low and Intermediate Mid Levels of language proficiency according to the North Carolina World Language Essential Standards. It is recommended that students enrolled in this course pass Level II with a “C” or above.</td>
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<th>Level IV: Modern World Languages Courses</th>
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<td>Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s), with emphasis being placed on interpersonal communication and proficiency. Students will learn on the Intermediate Mid and Intermediate High levels of language proficiency according to the North Carolina World Language Essential Standards. It is recommended that students enrolled in this course pass Level III with a “C” or above.</td>
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to the North Carolina World Language Essential Standards. It is recommended that students enrolled in this course pass Level III with a “C” or above.

**AP: Modern World Languages Courses**

Advanced Placement courses emphasize 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 rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions using interpersonal communication to achieve maximum proficiency. Students learn on the Intermediate High and Advanced Low levels of language proficiency according to the North Carolina World Language Essential Standards. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization. Students are expected to take the AP exam in May. It is recommended that students enrolled in this course pass level IV with a “C” or above.

**Additional Language Courses**

**Latin I | Prerequisite: None**

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. Students will learn basic functions of the language, become familiar with some elements of Greco-Roman culture and increase their understanding of English vocabulary and grammar. Students will learn to read and understand adapted Latin texts. Students will learn on the Novice Low & Novice Mid-Levels of language proficiency according to the North Carolina World Language Essential Standards.

**Latin II | Prerequisite: Latin I**

This course continues the study of the Latin language and Greco-Roman culture. Through continued reading of adapted Latin texts, students learn more complex grammar and syntax, gain a greater understanding of the culture, and continue to gain insight into English vocabulary and grammar. Students will learn on the Novice Mid & High levels of language proficiency according to the North Carolina World Language Essential Standards.

**Honors Latin III | Prerequisite: Latin II**

This course focuses on advanced Latin grammar and introduces students to Latin literature through authentic Latin texts. Students also examine the interrelationships between Greco-Roman cultures and their own culture and continue to gain insight into English grammar and vocabulary. Students will learn on the Novice High & Intermediate Low levels of language proficiency according to the North Carolina World Language Essential Standards.

**Honors Latin IV | Prerequisite: Honors Latin III**

A major focus of Latin IV is on reading authentic Latin texts, including selections from Caesar and Vergil in preparation for AP Latin. It also includes a more in-depth study of grammar and literature. Students will study figures of speech to analyze what they read, write essays, and study the influence of Greco-Roman culture throughout the world. Students will learn on the Intermediate Low & Intermediate Mid-levels of language proficiency according to the North Carolina World Language Essential Standards.

**Honors Latin V | Prerequisite: Honors Latin IV**

A major focus of Latin V is on reading authentic Latin texts which includes a more in-depth study of literature and grammar. Students will study figures of speech, analyze what they read, write essays, create a comprehensive project, and study the influence of Greco-Roman culture throughout the world. Students will learn on the Intermediate Mid & Intermediate High Levels of language proficiency according to the North Carolina World Language Essential Standards.

**AP Vergil Latin | Prerequisite: Latin III and with instructor approval**

Students will read and study excerpts from Julius Caesar’s Commentary on the Gallic Wars and Vergil’s epic poem, the Aeneid, as selected by the College Board. To better understand these pieces of literature, students will study major events that led to the downfall of the Republic and the reign of Augustus. Students will explore various AP themes that connect these works, such as literary styles and genre, leadership, values, history and memory, and war and empire. Students will also develop excellent skills with translating and interpreting both Latin prose and poetry. The AP exam will draw upon all of these topics. Students are expected to take the AP exam in May. Students will learn on the Intermediate High and Advanced Low Levels of language proficiency according to the North Carolina World Language Essential Standards.

**American Sign Language I | Prerequisite: None**

This course introduces students to the study of American Sign Language and its Deaf culture. The emphasis is placed on the development of the three skills of expressive, receptive, and written language within a given context that focuses on the students’ lives and experiences. Grammar is integrated throughout the course, and there is a general introduction to Deaf cultural norms. Students will learn on the Novice Mid level of exit language proficiency according to the North Carolina World Language Essential Standards.
American Sign Language II | Prerequisite: ASL I
Students continue to develop their expressive, receptive, and written language skills by participating in simple conversational situations and combining and recombining learned elements of the language. They are able to satisfy basic survival needs, and interact on issues of everyday life in the present and the past. They compose related sentences which narrate, describe, compare and summarize familiar topics. Students will learn on the Novice High level of language proficiency according to the North Carolina World Language Essential Standards.

Honors American Sign Language III | Prerequisite: ASL II
Students expand their expressive, receptive, and written language skills as they create with the language. They study short literary texts and authentic materials, initiate and maintain face-to-face communication, and identify main ideas and significant details in discussions, presentations: and written texts in present, past, and future time. They demonstrate behaviors appropriate to the target culture by applying their knowledge and skills inside and outside of the classroom setting. Students will learn on the Intermediate Low level of language proficiency according to the North Carolina World Language Essential Standards.

Honors American Sign Language IV | Prerequisite: ASL III
Students communicate in extended conversations on a variety of topics. They will study short stories, poetry, and excerpts from various periods of literature, current events: and authentic materials. Mastery of the finer points of grammar enhances and expands expressive and receptive communication. There is more in-depth study of the target culture and its influence throughout the world. Students will learn on the Intermediate Mid Level of language proficiency according to the North Carolina World Language Essential Standards.

Spanish for Heritage Speakers I | Prerequisite: Native oral proficiency in Spanish
This course is designed specifically for native/heritage speakers of Spanish who already have substantial oral language proficiency. Students develop, maintain, and enhance proficiency in Spanish as they listen, speak, read, and write in a variety of contexts and for a variety of audiences. Students explore the cultures of the Hispanic world and gain a better understanding of the nature of their own language. This course is taught entirely in Spanish.

Honors Spanish for Native Speakers II | Prerequisite: Native oral proficiency in Spanish
This course is designed specifically for native/heritage speakers of Spanish who have good reading and writing skills in Spanish as well as substantial oral proficiency. Students study the Spanish language in the context of Hispanic literature and cultures. Reading, writing, and speaking skills are taught at an advanced academic level through the acquisition of more extensive vocabulary, application of advanced grammar concepts, and mastery of all verb tenses. This course is taught entirely in Spanish. Students will learn on the intermediate mid level of language proficiency according to the North Carolina World Language Essential Standards.

Spanish for the Professions (Honors Spanish for Heritage Speakers III) | Prerequisite: Spanish for Heritage Speakers II
This course is designed for native/heritage speakers of Spanish and intermediate Spanish as a Second Language students who have good reading and writing skills in Spanish as well as substantial oral proficiency. Students study units of Spanish vocabulary built around common professions where bilingualism is a strong asset. Reading, writing, and speaking skills are taught at an advanced academic level and students study the finer points of grammar to aid oral and written communication at a professional level. This course is taught entirely in Spanish. Students will learn on the Intermediate Mid and Intermediate High Levels of language proficiency according to the North Carolina World Language Essential Standards.

The Spanish in the Professions curriculum takes a communicative task-based approach that uses cycles of input and output rather than focusing on productive skills and scripted dialogues. Instead of contrived conversations in the form of practice dialogues that are unlikely to actually occur in most professional contexts, students work on development of strategies for handling conversations that do not fit a specific pattern. Rather than simple biographies of bilingual professionals and additive cultural materials, the readings specifically address issues related to bilingualism and culture in the US.

ARTS EDUCATION

Students earn 1 unit of credit for each successfully completed course. All courses use the NC Arts Education Essential Standards. Students may repeat courses for credit within a given proficiency level. All Proficient or Advanced courses in each arts discipline receive Honors credit. They are weighted + 0.5
AP/IB courses are equivalent to college level courses. Students are expected to take the AP/IB exam. AP/IB courses are weighted +1.0.

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. Arts Education no longer has a numerical sequence of courses due to the new organization by proficiency levels. Mastery of the standards for each proficiency level is the criteria for advancement. Therefore, students may repeat courses for credit within a given proficiency level before moving to the next level. Students who take coursework at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction within that arts discipline (dance, music, theatre arts, or visual arts). Proficient or Advanced level courses include Honors, AP, and/or IB courses.

High School Arts Proficiency Levels

**Beginning**
Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).

**Intermediate**
Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.

**Proficient**
Standards are for students who have achieved intermediate level standards in the discipline at the high school level.

**Advanced**
Standards are for students who have achieved proficient level standards in the discipline at the high school level.

**Visual Arts**

**Visual Arts (Beginning) 5415** | **Prerequisite: None**
Students will experience 2D media, such as drawing, painting, and design, and basic 3D media. Using the elements of art and principles of design, they will complete technique assignments and create their own work. Students will learn to analyze visual images, critique their own artwork and the artwork of others, and write short essays about a variety of visual art topics while studying the basics of Art History.

**Visual Arts (Intermediate) 5416** | **Prerequisite: Mastery of Beginning Visual Arts**
Students will learn to use more sophisticated techniques as they complete projects using 2D and 3D media. Assigned projects will develop the artistic problem solving abilities of the students and call upon them to use their design skills with greater inventiveness. Written work focuses on art criticism, topics in art history, and aesthetic awareness.

**Visual Arts (Proficient) [Honors] 5417** | **Prerequisite: Mastery of Intermediate Visual Arts**
Students will begin building a portfolio of their work using a variety of media. In building a portfolio students create work that demonstrates their increasing command of the elements of art and design principles and conveys a clear sense of their developing personal style. Students will continue their study of art appreciation, criticism, and aesthetics. Students will also study individual artists with the goal of analyzing how they reflect the historical conditions and arts trends of their time.

**Visual Arts (Advanced) [Honors] 5418** | **Prerequisite: Mastery of Proficient Visual Arts**
Students will work to assemble a high quality portfolio suitable for submission as part of an art school application. Students will refine their artistic problem solving skills using a variety of media and techniques as they create 20 high quality works by the end of the class. Students will also continue their study of contemporary art and should expect to spend time outside of class working on their portfolios and completing written assignments.

**Visual Arts Specialization (Beginning) 5461:**

**General Interest Arts** | **Prerequisite: None**
(This course does not serve as a prerequisite for Intermediate Visual Arts. Students interested in pursuing upper level art courses should register for one Beginning Visual Arts.)
In this introductory course, students will learn how the elements of art combine to make a work of art effective. Students will also learn about the basic principles of design. By the end of this course, students will have a greater appreciation of visual arts.
Visual Arts Specialization (Intermediate) 5462: Crafts—Applied Arts | Prerequisite: Mastery of Beginning Visual Arts
The focus of this class is the design process. Beginning with an idea or concept, students will first create and refine sketches/models, and then figure out how to make an effective final product using 2D or 3D media. To solve structural and other design issues central to applied arts projects, students will learn new technical skills. As they study applied arts, students will investigate and write about traditional and contemporary sculptors and craftspeople.

Visual Arts Specialization (Intermediate) 5462: Sculpture I | Prerequisite: Mastery of Beginning Visual Arts
This course focuses on creating sculptures using 3D media, such as clay, cardboard, found objects, metal, and more. Students will explore hand-building skills and will learn construction techniques that can be used with a variety of materials.

Visual Arts Specialization (Proficient) [Honors] 5463: Sculpture II | Prerequisite: Mastery of Visual Arts Specialization (Intermediate) Sculpture
In this course, students further develop their skills and personal style in creating sculptures using 3D media and learn more advanced construction techniques using a variety of materials. Written work focuses on art criticism, art history, and aesthetics.

AP Studio Art Drawing 5452
AP Studio Art: 2D Design 5453
AP Studio Art: 3D Design 5454 | Prerequisite: Mastery of Intermediate Visual Arts
(Students are responsible for all expenses they incur in creating their portfolio.) AP Studio Art requires students to create a portfolio. Students will submit slides of their work (25-40 slides) to the College Board in May of their senior year. Pending the College Board review and approval of the college or university, students may receive college credit.

AP Art History 5448 | Prerequisite: World History
In the AP art history course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. Students will learn to analyze works of art within their historical context and to articulate what they see or experience in a meaningful way. AP Art History is not a studio class. It involves extensive reading, writing, and research. Students are expected to take the AP exam in May.

Performing Arts Courses
Special Notes for Performing Arts Students:

Photography
Special Notes for Photography Students: Although not required, it is strongly recommended that students have access to a film or digital camera. Equipment specifications vary by school. Check with the instructor. Class size may be limited based on the number of enlargers. (Three students will share one enlarger).

Visual Arts Specialization (Beginning) 5461 Digital Photography | Prerequisite: None
(This course does not serve as a prerequisite for any darkroom based photography courses.)
This course introduces students to digital photography as a 21st century art form. Students will explore traditional and innovative techniques and concepts.

Visual Arts Specialization (Beginning) 5461: Beginning Photography | Prerequisite: Classification as a sophomore
This course introduces students to photography as an important art form, from its beginning in the 1800’s to today. Students will learn how to use 35mm cameras, develop film, and make prints using traditional black and white darkroom techniques.

Visual Arts Specialization (Intermediate) 5462: Intermediate Photography | Prerequisite: Mastery of Beginning Photography
Students further develop their picture taking and darkroom skills through independent projects. Class discussion will focus on understanding photography as an art form and on learning how to use design principles to critique their own and their classmates’ photographs.

Visual Arts Specialization (Proficient) [Honors] 5463: Proficient Photography [Honors] | Prerequisite: Mastery of Intermediate Photography
This course continues the work begun in Intermediate Photography. In addition, students will focus on making darkroom decisions that will make their work more expressive and on developing personal style.

Visual Arts Specialization (Proficient) [Honors] 5464: Advanced Photography [Honors] | Prerequisites: Senior Status and Mastery of Proficient Photography
Students develop a high quality portfolio that they will be able to use as part of their application to an art school or art department. The focus of the course will be on developing keen problem solving skills and using a variety of picture taking and darkroom techniques.
Performing Arts students must attend rehearsals and performances, which may be scheduled before or after school and on weekends. Students must participate in all performances and wear costumes as required.
For schools on block schedule, some music courses are offered only in the spring or fall. Check your school’s registration form.
For schools on block schedule, performing arts students will benefit from studying their art form both semesters in order to maintain their technical skills and progress to more proficient levels.

**Theatre Arts**

**Theatre Arts (Beginning) 5315**  
Prerequisite: None
Students will experience creative dramatics, mime, reader’s theater, interpretive movement, and oral interpretation as they explore the actor’s craft. In addition, they will learn how directing, theatre history, and theatre management contribute to a stage production. Behind the scenes, students explore how costumes, makeup, props, and scenery along with special effects, lighting, and sound bring magic to the stage.

**Theatre Arts (Intermediate) 5316**  
Prerequisite: Mastery of Beginning Theatre Arts and audition with the teacher
This course further develops the skills and vocabulary learned in Beginning Theatre. Through classroom scene work and the study of acting techniques in different historical periods, students will refine their acting skills. Participating in ensemble acting and student directed opportunities to portray a variety of roles. Students will learn how to critique their own and others’ performances and will continue learning about technical theatre and theatre management. They will perform scene work and original work.

**Theatre Arts (Proficient) [Honors] 5317**  
Prerequisites: Mastery of Intermediate Theatre Arts, classification as a junior or a senior, and placement audition with the teacher
The focus of this class is on learning how to direct. Once students select their scene, they will analyze the script, audition actors from among their classmates, plan rehearsals, make decisions about blocking, and develop a plan for set and lighting design. Each student directed scene will be showcased for a live audience. This course involves in-depth application of theater arts knowledge, skills, and processes. Students will study a variety of playwrights and different historical periods.

**Theatre Arts (Advanced) [Honors] 5318**  
Prerequisite: Mastery of Proficient Theatre Arts and audition with the teacher
These advanced acting ensembles focus on student-created productions which include writing scripts, acting in each other’s productions, developing the assigned characters, learning advanced movement techniques, and overseeing of all aspects of their productions. Students will continue their study of the different styles of theater, film and television and learn more about the business of professional acting. Students continue to refine adapting works from different historical periods, and researching different acting styles. Students will have opportunities to prepare a performance for competition and/or for a showcase. Students function as a performance and production ensemble.

**Theatre Arts Specialization (Beginning) 5361: History of Film**  
Prerequisite: None
Students study films representative of each decade. They study the work of actors and directors. They study how films reflect American culture in any given point of our history.

**Technical Theatre**

**Theatre Arts Specialization (Beginning) 5361: Beginning Technical Theatre**  
Prerequisite: None
In this hands-on course, students study current trends in technical theatre and learn how to design lighting, sound, sets, props, and costumes. Some time outside of class is required for school related productions.

**Theatre Arts Specialization (Intermediate) 5362: Intermediate Technical Theatre**  
Prerequisite: Mastery of Beginning Technical Theatre
Students refine Beginning Technical Theatre skills and perform in leadership positions on production crews, which will require time outside of class.

**Theatre Arts Specialization (Proficient) [Honors] 5362: Proficient Technical Theatre [Honors]**  
Prerequisite: Mastery of Intermediate Theatre Arts or 90 hours after school crew work or teacher recommendation
Students refine their skills with lighting and sound, sets, props, and costumes. They will select one of these crew fields to be their specialization. Participation on a tech crew requires time outside of class.

**Theatre Arts Specialization (Advanced) [Honors] 5362: Advanced Technical Theatre [Honors]**  
Prerequisites: Mastery of Proficient Theatre Arts, teacher recommendation for Crew Chief position
Students will specialize in a crew/designer position and will be responsible for all the duties of their position for the entire production season. Students will demonstrate increased leadership, inventiveness in solving problems and creating designs responsive to the artistic vision of the director. Participation on a tech crew requires time outside of class.

**Dance**
Dance (Beginning) 5115 | Prerequisite: None
Students study the body in motion by exploring the elements of dance: space, time, and energy. Students develop an awareness of the body as an instrument for self-expression, learn about the benefits of dance for healthful living, and study the role of dance in other cultures and in different historical periods.

Dance (Intermediate) 5116 | Prerequisite: Mastery of Beginning Dance and audition with the teacher
Students focus on developing their dance technique, exploring dance as a performing art, and learning about anatomy as it applies to technique and injury prevention. Group and solo choreographic assignments help students apply their knowledge of dance: its technique, history, and connection to other art forms.

Dance (Proficient) [Honors] 5117 | Prerequisite: Mastery of Intermediate Dance and audition with the teacher
The emphasis in this class is on technical development and on learning how to combine movements and perform them rhythmically and fluidly using a variety of dynamic qualities. Through more complex choreographic studies and improvisation, students learn to construct expressive phrases and combine them to create short dances. This course focuses on more advanced technique, building choreography, and the study of dance history.

Dance (Advanced) [Honors] 5418 | Prerequisite: Mastery of Proficient Dance and audition with the teacher
These courses continue to focus on technique, improvisation, and choreography. Students study dance history, learn to describe, analyze, and critique dance works from different cultures and times. Dance research focus on how dance reflects the culture and time period in which they originate. Students will study 20th Century dance by exploring traditional approaches to Choreography and interdisciplinary dance works using media technology. Students are becoming dance artists: performers and choreographers. They will create solo and group choreographic works that include costuming, production, and lighting. Teachers will assist students with audition videos, as needed for application to dance schools or departments.

Music Specialization (Beginning) 5216: Adventures in Listening | Prerequisite: None
Students get an overview of music from the Renaissance through today’s top hits. They will increase their knowledge and understanding of composers, musical styles, and music theory as they listen and analyze a variety of musical styles. This course will be valuable to students who have musical training and to students who do not.

Music Specialization (Intermediate) 5217: Music Theory/History | Prerequisite: Prior musical experience
Music Theory explores advanced topics including ear training; rhythmic, harmonic and melodic dictation; four-part writing; sight singing; advanced rhythmic training; active listening; score study; and music history. Students with prior musical training will benefit from this opportunity to become more knowledgeable musicians.

Advanced Placement Music Theory 5215 | Prerequisites: Two years of experience in a music ensemble and ability to read music. Teacher interview and audition will ensure correct placement.
This course prepares students for university-level music theory and ear-training classes. Students will learn to recognize, understand, and describe the materials and processes of the music they hear or see in a score. Study topics will focus on developing aural, sight singing, written, compositional, and analytical skills. Students are required to take the AP exam in May.

Vocal Music
Vocal Music (Beginning) 5230: Beginning
Women’s Choir Beginning Men’s Choir Beginning Mixed Choir | Prerequisite: None, but students may sing for the instructor to ensure correct placement
In these courses students will sing songs from today’s popular music as well as songs from other times and other cultures. Students will develop skills with music reading and ear training as they learn to listen critically to music and evaluate its significance.

Vocal Music (Intermediate) 5231: Intermediate
Women’s Choir Intermediate Men’s Choir Intermediate Mixed Choir | Prerequisite: Mastery of Beginning Vocal Music and audition with the teacher
These courses continue to build on the comprehensive music education program introduced in Beginning Vocal Music. Students broaden their knowledge of different musical genres and will have opportunities to perform alone and in ensembles.

Vocal Music (Proficient) [Honors] 5232: Proficient
Women’s Choir Proficient Men’s Choir Proficient Mixed Choir | Prerequisite: Mastery of Intermediate Vocal Music and audition with the teacher
These courses are for students who want to improve their vocal technique and increase their knowledge of music. Students will perform music of varying degrees of difficulty and work to improve accuracy in sight singing. Singers may perform alone and in ensembles.

Vocal Music (Advanced) [Honors] 5233: Advanced
Women’s Choir Advanced Men’s Choir Advanced
Mixed Choir | Prerequisite: Mastery of Proficient Vocal Music or audition with teacher
In these courses, students refine their musical skills through the rigorous study of music theory, history, appreciation, and analysis. Students will improve their vocal technique, accuracy with sight singing, and ability to perform solo and ensemble music. In addition to class work, students will attend musical events, complete special projects, and write reports.

Music Specialization (Beginning) 5216: Musical Theater | Prerequisite: None or audition with the teacher
In this introduction to musical theater, students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, makeup artist, and technical director. In addition, students will learn about the history of musical theater through the work of some of the leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in the behind-the-scenes work.

Music Specialization (Proficient) 5217
Music Specialization (Advanced) 5218
Independent Study in Music
Prerequisites: Mastery of Intermediate or Proficient (respectively) Vocal Music, Band, or Orchestra and permission from the teacher
This course is designed for students who wish to major or minor in music at a college level. Students will strengthen their knowledge of music theory and music history.

Band
Music Specialization (Beginning) 5216: Ninth Grade Band | Prerequisite: Three years of band or audition with the band director
Musical training in Ninth Grade Band focuses on reading, notating, listening, and analyzing. Students will also study different styles of music to expand their understanding of the role music plays in culture and history. Development of technical competence, discipline, and responsibility are important aspects of this course.

Band (Beginning) Marching Band 5255
Band (Intermediate) Marching Band 5256
Band (Proficient) Marching Band [Honors] 5257
Band (Advanced) Marching Band [Honors] 5258
Prerequisites: For Beginning Ability to play a band instrument and audition with the band director; For the other levels Mastery of the preceding course and audition with the band director
The Marching Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Band (Beginning) Symphonic Band 5255
Band (Intermediate) Symphonic Band 5256
Band (Proficient) Symphonic Band [Honors] 5257
Band (Advanced) Symphonic Band [Honors] 5258
Prerequisites: For Beginning Ability to play a band instrument and audition with the band director; For the other levels Mastery of the preceding course and audition with the band director
The Symphonic Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. Students will build skills with listening, appreciation, and historical understanding culminating in written reports and musical compositions. Students will have opportunities to work with existing music technologies. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Band (Beginning) Percussion Ensemble 5255
Band (Intermediate) Percussion Ensemble 5256
Band (Proficient) Percussion Ensemble [Honors] 5257
Band (Advanced) Percussion Ensemble [Honors] 5258
Prerequisites: For Beginning Audition with the band director; For the other levels Mastery of the preceding course and audition with the band director
Students in this class serve as the band’s percussion section. As students progress in proficiency levels, they will strengthen their technical skills and have the opportunity to play more demanding music. Extracurricular opportunities may include jazz pep band, district/state level honors band, chamber ensembles, and solo recitals.

Band (Beginning) Concert Band 5255
Band (Intermediate) Concert Band 5256
Band (Proficient) Concert Band [Honors] 5257
Band (Advanced) Concert Band [Honors] 5258
Prerequisites: For Beginning Three years of band or audition with band director; For the other levels Mastery of the preceding course and audition with the band director
The concert Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels.
Band (Beginning) Jazz Ensemble 5255
Band (Intermediate) Jazz Ensemble 5256
Band (Proficient) Jazz Ensemble [Honors] 5257
Band (Advanced) Jazz Ensemble [Honors] 5258
Prerequisites: For Beginning Audition with the band director; For the other levels Mastery of the preceding course and audition with the band director

Singers and Instrumentalists will work together on a wide range of musical styles and perform in small vocal groups, string ensembles, jazz combos, and as soloists. As students progress in proficiency levels, they will play an increasingly advanced level of music selections which will require them to refine their skills with reading, notating, composing, conducting, critiquing, and improvising.

Band (Beginning) Wind Ensemble 5255
Band (Intermediate) Wind Ensemble 5256
Band (Proficient) Wind Ensemble [Honors] 5257
Band (Advanced) Wind Ensemble [Honors] 5258
Prerequisites: For Beginning Ability to play a band instrument and audition with the band director; For the other levels Mastery of the preceding course and audition with the band director

The Wind Ensemble courses focus on developing skills with music performance, reading, notating, listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

String Orchestra
Orchestra (Beginning) Strings 5240
Orchestra (Intermediate) Strings 5241
Orchestra (Proficient) Strings [Honors] 5242
Orchestra (Advanced) Strings [Honors] 5243
Prerequisites: For Beginning – Depending on the school, from 0-2 years of prior experience playing the violin, viola, cello or bass; for the other levels Mastery of the preceding course and audition with the teacher

Students will learn to play the violin, viola, cello or bass. These courses focus on developing skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty increase at each proficiency level. Students will prepare and present concerts locally and may participate in district and statewide festivals and competitions. Proficient and Advanced courses have demanding standards for performance, mastery of music theory, notating, appreciation, and history. Proficient and Advanced students will perform as members of one or more chamber ensembles and as soloists.

CTE CAREER & TECHNICAL EDUCATION

All courses use the NC Essential Standards.
All courses can be offered at the honors level.
Students earn 1 unit of credit for each successfully completed semester course.
Students following the Occupational Course of Study or Extended Content Standards may repeat courses for full credit, depending on the course blueprint selections.
In some cases, two semester courses must be taken to equal one credit.
Some CTE courses must be taken for two blocks and/or two consecutive semesters. Students will earn 2 or more credits for these courses. Check course description for this information.
Future Ready Core students may choose to complete 4 credits in a career cluster with one being a completer course to meet the elective requirement for a CTE concentrator.
Completer courses are listed in the course title.
Some CTE courses coordinate with Community College degree requirements.

Work-based Learning & Higher Education Opportunities in CTE
Cooperative Education (Co-Op) | Prerequisite: Classified as a junior or senior and enrolled in a Career and Technical Education course. Some Career and Technical Education Program Areas offer a Co-Op opportunity for students.

Students electing to take cooperative courses receive classroom instruction each day and work in related on-the-job training, for which they are paid by their employers. Students must work a minimum of 150 hours to receive an academic credit for the cooperative work experience. The teacher/coordinator and employer develop a training plan for each student which is the basis for evaluating the student’s progress on the job and in the classroom.
Student Certifications & Credentialing
Students interested in earning an Industry Certification should meet with their school’s Career Development Coordinator (CDC). Students who complete an Industry Certification will have the qualifications to apply for a variety of jobs after graduation. Below is a list of the Industry Certifications that CTE programs prepare students for:

- Adobe Credentials
- Auto Maintenance and Light Repair Certification
- Autodesk Certified Inventor
- Certified SolidWorks Associate (CSWA)
- CompTIA A+ 801
- CompTIA A+ 802
- Conover Credential Workplace Readiness - Job Readiness
- CPR
- Customer Sales and Service Certification
- EverFi
- Home Care Aide Endorsements
- Intuit QuickBooks Certification
- Microsoft Office Specialist Excel and Access
- Microsoft Office Specialist Word and PowerPoint
- MTA OS & MTA Networks
- National Consortium for Health Science Education (NCHSE) Assessment and CPR and First Aid
- NC Nurse Aide Certification I
- NC State Barbering License
- NC State Cosmetology License
- NCCER
- OSHA 10-Hour Industry Certification
- Revit Architecture Certified User
- ServSafe Food Protection Managers Certification
- WISE Financial
- WorkKeys Career Readiness Certification

Internships
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.

Career and College Promise
Career & College Promise ("CCP") is North Carolina’s dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. For Career and Technical Education students can begin a certification or diploma program in a particular technical field or career area.
CTE Cluster Snapshot by High School

### Agricultural, Food & Natural Resources Cluster

#### Special Notes about this Cluster:
Work-based learning strategies are appropriate for Agricultural and Natural Resources Technologies courses. FFA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

#### Enhancement Courses for this Cluster
- Career Management
- Entrepreneurship I
- Microsoft Word and PowerPoint
- Microsoft Excel
- Marketing
- Principles of Business & Finance
- Introduction to Culinary Arts
- CTE Internship

#### Foundation Courses

**Agriscience Applications | Prerequisite: None**
Students study the environment, natural resources, food production and agribusiness using the principles of biology and the physical sciences as they apply to agriscience technology. Topics include pest management, plant science, landscaping, animal science, agricultural engineering, leadership and agriscience careers. (Jordan, Northern)

**Biotechnology and Agriscience Research I | Prerequisites: Biology recommended**
This course provides instruction in the technologically advanced world of agriculture and life sciences. Students learn about the latest techniques in plant and animal biotechnology. Topics include applied genetics, microbiology, DNA, laboratory safety and protocol. (Jordan)
Honors Biotechnology and Agriscience Research II (Completer Course) \( \text{Prerequisite: Biotechnology and Agriscience Research I} \)
Students study genetic engineering, plant tissue culture, hydroponics, integrated pest management, environmental science, food science, agrimedicine and ethics. Much of the learning is hands-on using advanced laboratory techniques as an integral component of individual and class research projects. (Jordan)

Animal Science I \( \text{Prerequisite: Biology} \)
Students learn the basic scientific principles and processes involved in animal physiology, breeding, genetics, diseases and nutrition. They also learn the role showmanship and marketing play in animal science careers. (Jordan, Northern)

Animal Science II Small Animal (Completer Course) \( \text{Prerequisite: Animal Science I} \)
This course focuses on small animals that are served by veterinarians. Students learn animal husbandry including topics such as breeding, grooming, housing, nutrition, health care, anatomy and physiology. (Jordan, Northern)

Honors Veterinary Assisting \( \text{Prerequisite: Animal Science II or Animal Science II - Small Animal} \)
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care and surgical/radiological procedures. (Jordan, Northern)

Foods I \( \text{Prerequisite: None} \)
This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. (Jordan, Northern, Riverside)

Honors Foods II Technology (Completer Course) \( \text{Prerequisite: Foods I or Culinary Arts and Hospitality I} \)
This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. (Jordan, Northern)

Horticulture I \( \text{Prerequisite: None} \)
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. (Jordan, Northern)

Horticulture II (Completer Course) \( \text{Prerequisite: Horticulture I} \)
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management and personal development. (Jordan, Northern)

Principles of Family and Human Services \( \text{Prerequisite: None} \)
Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. (Hillside, Riverside, Northern)

Personal Finance \( \text{Prerequisite: None} \)
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. (CMA, Hillside, Northern, Riverside, Southern)

CTE Advanced Studies \( \text{Prerequisite: Two technical credits in one Career Cluster} \)
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, PLC, Riverside, Southern)
Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

Architecture & Construction Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for the Architecture and Construction Cluster. FCCLA and or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster

- Career Management
- Multimedia & Webpage Design
- Microsoft Word and PowerPoint
- Marketing
- Fashion Merchandising

Foundation Courses

Drafting I | Prerequisite: None
Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing and engineering. (Southern)

Drafting II – Architectural (Completer Course) | 
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. (Southern)

Honors Drafting III-Architectural | 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. (Southern)

Core and Sustainable Construction | 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.” (Southern)

Carpentry I | Prerequisite: Core and Sustainable Construction

This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include learning how to use a variety of tools, equipment, fasteners, and lumber. As part of their construction education, students also learn to read construction plans and elevations, use construction math and take accurate measurements. (Southern)

Carpentry II (Completer Course) | Prerequisite: Carpentry I
Students learn more advanced carpentry techniques and continue to develop their problem solving skills using construction math. Topics include plans, framing, footings, foundations, roofing, flashing, wall sheathing, insulation, vapor barriers, gypsum board, wall and ceiling framing and underlayment. (Southern)

Principles of Business and Finance | 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Personal Finance | 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. (CMA, Hillside, Northern, Riverside, Southern)
Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

Art, Audio/Video Technology & Communications Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for the Art, Audio/Video Technology & Communications Cluster. FCCLA and or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster
- Career Management
- CTE Advanced Studies
- Interior Design I
- CTE Internship
- Principles of Business & Finance
- Personal Finance
- Microsoft Excel
- Principles of Family & Human Services

Foundation Courses

Adobe Video Design | Prerequisite: None
This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. (DSA)

Adobe Visual Design | Prerequisite: None
This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. (DSA)

Adobe Digital Design | Prerequisite: Adobe Visual Design
This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced. (DSA)

Multimedia and Web Page Design | Prerequisite: None
This revised 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. (Hillside, Jordan, Northern, Riverside, Southern)

Microsoft Word and PowerPoint | Prerequisite: None
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, and publish complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize and publish a publication. (CMA, Hillside, Jordan, Northern, Riverside, Southern)

Marketing | 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 impact on business operations. (Hillside, Jordan, Northern, Riverside, Southern)

Fashion Merchandising | Prerequisite: None
Students study the history of fashion and learn how today’s fashion industry operates. Topics include merchandising, promotion, and fashion show production. Students also learn about careers possibilities in fashion. (Northern)

Game Art Design (Completer Course) | Prerequisite: Scientific and Technical Visualization I or Digital Design and Animation 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. (DSA, New Tech)
Advanced Game Art and Design | Prerequisite: Game Art Design
This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. (DSA, New Tech)

Digital Design and Animation I | Prerequisite: None
This course is an introductory course focusing on the tools used by digital artists in the game industry. Students work with digital graphics and audio/video using the Adobe CC Suite, and 3D modeling with 3ds Max to build their skillset for additional courses. (DSA, New Tech)

Digital Design and Animation II | Prerequisite: Digital Design and Animation I
This course advances the student’s knowledge of 3D modeling techniques using 3ds Max. Students explore several ways to create digital models, add materials/textures, rigging and animation techniques. Students have the opportunity to earn industry certification as an Autodesk 3ds Max Certified User. (DSA, New Tech)

Entrepreneurship I | Prerequisite: Marketing or Principles of Business and Finance or Personal 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. (CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

Business, Management & Administration Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for the Business, Management & Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster
- Career Management
- Multimedia & Webpage Design
- Microsoft Excel
- Marketing
- Personal Finance
- CTE Internship

Foundation Courses
Microsoft Word and PowerPoint | Prerequisite: None
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize and publish a publication. (CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)

Microsoft Excel | Prerequisite: None
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. (Hillside, Jordan, Northern, Riverside, Southern)

Accounting I | Prerequisite: None
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. (Southern)

**Principles of Business and Finance | 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

**Business Law (Completer Course) | Prerequisite: Principles of Business and Finance**

Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. They also learn how businesses develop hiring and firing guidelines, write contracts, and maintain eBusiness practices. (Hillside, Jordan, Northern, Southern)

**Business Management | Prerequisite: Principles of Business and Finance**

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance and professional development are also stressed throughout the course. (Hillside, Jordan, Southern)

**Entrepreneurship I (Completer Course) | Prerequisite: Marketing or Principles of Business and Finance or Personal 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

**Honors Entrepreneurship II | Prerequisite: Entrepreneurship I**

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. (Hillside, Jordan, Northern, Riverside, Southern)

**CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, PLC, Riverside, Southern)

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

**Finance Cluster**

*Special Notes about this Cluster:*

Work-based learning strategies are appropriate for the Finance Cluster. FBLA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**

- Career Management
- Microsoft Word and PowerPoint
- Principles of Family & Human Services

- CTE Internship
- Marketing

**Foundation Courses**

**Accounting I | Prerequisite: None**

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. (Southern)

**Honors Accounting II (Completer Course)** | Prerequisite: Accounting I
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting and further enhancement of accounting skills. (Southern)

**Principles of Business and Finance** | 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

**Personal Finance** | 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. (CMA, Hillside, Northern, Riverside, Southern)

**Microsoft Excel** | Prerequisites: None
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. (Hillside, Jordan, Northern, Riverside, Southern)

**Business Law** | Prerequisite: None
Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. Students also learn how businesses develop hiring and firing guidelines, write contracts and maintain ethical business practices. (Hillside, Jordan, Northern, Riverside, Southern)

**Entrepreneurship I** | Prerequisite: Marketing or Principal of Business and Finance or Personal 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. (CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)

**CTE Advanced Studies** | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northern, Jordan, Riverside, Southern, PLC)

**Academy of Finance Courses**

Special Notes about this Cluster:
All AOF classes are 9 weeks in length which are equivalent to .5 credits. Two courses are need to meet the 1 credit requirement.

**AOF Principles of Finance** | Prerequisite: None
This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have
changed the financial services field. Finally, students explore careers that exist in finance today. (Hillside)

**AOF Business Economics**  |  **Prerequisite:**  AOF Ethics in Business or AOF Entrepreneurship
Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners. (Hillside)

**AOF Principles of Accounting**  |  **Prerequisite:**  None
Principles of Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities. They learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets. (Hillside)

**AOF Financial Planning**  |  **Prerequisite:**  None
Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance and covers various types of investments. Students also examine careers in financial planning. (Hillside)

**AOF Entrepreneurship**  |  **Prerequisite:**  None
Entrepreneurship introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. (Hillside)

**AOF Insurance**  |  **Prerequisite:**  AOF Principles of Accounting or AOF Managerial Accounting
This course introduces students to the insurance industry and to its critical role in the financial services sector and in society. It covers common types of insurance, including life, health and disability, property, liability, and forms of commercial insurance. Students examine the business model underlying the industry and how underwriting, actuarial science, and investment practices affect an insurance company’s financial success. (Hillside)

**AOF Business in a Global Economy**  |  **Prerequisite:**  AOF Ethics in Business or AOF Entrepreneurship
Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. (Hillside)

**AOF Financial Services**  |  **Prerequisite:**  AOF Principles of Accounting or AOF Managerial Accounting
This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services. (Hillside)

**AOF Managerial Accounting**  |  **Prerequisite:**  None
Managerial Accounting introduces the fundamentals of management accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision-making, and financial statement analysis. Students learn how to use accounting information for internal decision-making and planning and control. Regardless of the career path they choose, this course gives students the financial acumen necessary to make informed personal and business decisions. (Hillside)

**AOF Applied Finance**  |  **Prerequisite:**  AOF Principles of Finance
Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. (Hillside)

**AOF PRINCIPLES OF IT**  |  **Prerequisite:**  None
The Principles of Information Technology course provides an overview of information technology (IT) today and introduces students to the basics of hardware and software. Students examine hardware components including peripherals, connectors, and memory. Students explore common operating systems, software applications, and programming languages. Students learn about types of networks and network topology, and they set up an email client/server connection. Students also consider contemporary issues such as security, privacy, and technological inequality. Finally, students explore career opportunities in IT.
AOF PROFESSIONAL ETHICS | Prerequisite: None
This course provides a solid understanding of why ethics is important in every profession. After an introduction to several philosophies that inform ethics today, students explore the characteristics of an ethical professional. Students consider the range of dilemmas faced by managers and employees in the workplace. They learn about the qualities of effective leaders and the tools modern professionals use to instill an ethical workplace culture. Throughout the course, students have opportunities to refine their personal sense of ethics as they begin to build an ethical foundation for their professional future.

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

Health Science Cluster
Special Notes about this Cluster:
This cluster is only offered at the City of Medicine, which is a choice school. Work-based learning strategies are appropriate for Health Sciences Cluster courses. HOSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster
- Career Management
- Microsoft Word and PowerPoint
- Microsoft Excel
- Marketing
- Entrepreneurship I (BFIT & MEE)
- Principles of Business & Finance
- Personal Finance
- CTE Advanced Studies
- CTE Internship

Foundation Courses
Health Sciences I | Prerequisite: None
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. (CMA)

Health Sciences II (Completer Course) | Prerequisite: Health Sciences I
Through classroom study and a 65-hour clinical internship, students become proficient with the skills needed to become valued health care team members. Students learn emergency care and safety skills as well as the record keeping skills required by a medical facility. (CMA)

Biomedical Technology | Prerequisite: None
Students survey current medical and healthcare practices using computerized databases, the internet, the media, and by visiting health care professionals. They become fluent with the language and terminology of medicine and get an overview of biomedical technology, specialties and ethics. (CMA)

Health Team Relations | Prerequisite: None
It takes a team of healthcare professionals to provide quality patient care. Students learn how to be productive, valued healthcare team members by becoming aware that patients have different needs and cultural preferences. A study of medical terminology, the history of healthcare, and the services offered by different healthcare agencies will help students to understand the roles and responsibilities of healthcare team members. (CMA)

Honors Nursing Fundamentals | Prerequisite: Health Science II
This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. (CMA)

Emergency Medical Technology I | Prerequisite: None
This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. (CMA)

Emergency Medical Technology II | Prerequisite: Emergency Medical Technology I
This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from
the community to help deliver instruction to the students.
(CMA)

**Project Lead The Way: Biomedical Science**

**Honors PLTW Principles of Biomedical Sciences | Prerequisite: None**
This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices. English language arts and science are reinforced in this course. (Southern)

**Honors PLTW Human Body Systems (Completer Course) | Prerequisite: PLTW Principles of Biomedical Sciences**
In this course students examine the human body systems, design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. English language arts and science are reinforced in this course. (Southern)

**Honors PLTW Medical Interventions | Prerequisite: PLTW Human Body Systems**
This course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a “How-To” manual for maintaining overall health. English language arts and science are reinforced in this course. (Southern)

**Hospitality & Tourism Cluster**

**Special Notes about this Cluster:**
Work-based learning strategies are appropriate for Hospitality and Tourism Cluster courses. FCCLA or DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**
- Career Management
- Microsoft Word and PowerPoint
- Microsoft Excel
- Principles of Family & Human Services
- Multimedia & Webpage Design
- CTE Internship
- Personal Finance

**Foundation Courses**

**Foods I | Prerequisite: None**
This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. (Hillside, Jordan, Northern, Riverside)

**Foods II Enterprise | Prerequisite: Foods 1 or Culinary Arts and Hospitality I**
This course focuses on advanced food preparation techniques while applying nutrition, food science and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast bread, and cake fillings and frostings. (Jordan, Riverside)

**Principles of Business and Finance | 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. (CMA, Hillside, Jordan, PLC, Northern, Southern)

**Introduction to Culinary Arts and Hospitality | Prerequisite: None**
In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial foodservice facility are taught. (Northern)

**Culinary Arts and Hospitality I | Prerequisite: Introduction to Culinary Arts and Hospitality**
This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. (Northern, Jordan)

**Culinary Arts and Hospitality II (Completer Course) | Prerequisite: Culinary Arts and Hospitality**
This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. (Northern)

**Marketing | Prerequisite: None**
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling, and product service management. (Hillside, Jordan, Northern, Riverside, Southern)

**Hospitality and Tourism (Completer Course) | Prerequisite: Marketing or Sports and Entertainment Marketing I**
Students already familiar with marketing basics learn how to apply them the travel and tourism industry. Students learn how to manage customer relations, seek out travel destinations, and promote tours and travel. (Northern, Jordan)

**Sports and Entertainment Marketing I | Prerequisite: None**
Students learn how to market sports, entertainment, and special events. They study branding, licensing, and naming rights along with on-site merchandising, concessions, promotion, and safety and security requirements. (Jordan, Northern, Southern)

**Sports and Entertainment Marketing II (Completer Course) | Prerequisite: Sports and Entertainment Marketing I**
Students expand their knowledge of sports and entertainment marketing through simulations and projects that demonstrate their knowledge of event and facilities management, legal issues and contracts, and promotion. (Jordan, Northern, Southern)

**CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster**
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, Riverside, Southern, PLC)

**Entrepreneurship I | Prerequisite: Marketing or Personal Finance or 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. (CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)

**Honors Entrepreneurship II | Prerequisite: Entrepreneurship I**
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. (Hillside, Northern, Southern)

*Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.*

**Human Services Cluster**

**Special Notes about this Cluster:**
Work-based learning strategies are appropriate for Human Services Cluster courses. FCCLA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**
- Career Management
- Microsoft Word and PowerPoint
- Microsoft Excel
- Entrepreneurship I
- CTE Internship

**Foundation Courses**
Principles of Family and Human Services | Prerequisite: None
Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. (Hillside, Northern, Riverside)

Parenting and Child Development | Prerequisite: None
Students study how children develop from infancy through their teen years and discuss the emotional, social, and physical needs of children as they grow and mature. Students learn about the critical role parents and caretakers play and the kinds of practices that can best nurture a child at each stage. (Hillside, Riverside)

Foods I | Prerequisite: None
This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. (Jordan, Northern, Riverside)

Honors Foods II Technology (Completer Course) | Prerequisite: Foods I or Culinary Arts and Hospitality I
This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. (Jordan, Northern)

Cosmetology I | Prerequisite: None
Note: Students are required by the NC State Board of Cosmetic Arts to wear a clean school color uniform, black shoes, and a name badge. Students must purchase a supply kit and mannequin. Students earn 4 credits for this course.

This 4 credit course gives students extensive experience with salon techniques. Students learn and practice giving facials, manicures, and pedicures and style hair through a variety of hair cutting techniques, chemical relaxing, wet hair styling, roller techniques, pin curls, and hair coloring. Students also learn cosmetology ethics, grooming, hygiene, and salon safety including sterilization and sanitation. (Holton)

Cosmetology II (Completer Course) | Prerequisite: Cosmetology I
Note: Students are required by the NC State Board of Cosmetic Arts to wear a clean school color uniform, black shoes, and a name badge. Students earning 1200/1500 hours of training may sit for the Cosmetology Licensing Board Exam. Students earn 4 credits for this course.

The course continues the work from Cosmetology I while adding additional salon techniques such as wig styling, facial massage, hair analysis, artificial nails, hair removal, and permanent waving. Classroom instruction will give students the foundation and practice to pass the Cosmetology Licensing Board Exam. (Holton)

Barbering I | Prerequisite: None
Students earn 4 credits for this course. Students learn the basics of working in a barber shop. Topics include: implements and tools, haircutting and styling, shaving, facial massage and an overview of safety, sanitation and infection control techniques. Students also explore career information required for the barbering industry. (Holton)

Barbering II (Completer Course) | Prerequisite: Barbering I
Note: Students earning 1528 hours of combined instruction and clinical can sit for the NC Apprentice Barber Examination. Students earn 4 credits for this course. Students build on the barbering skills they learned in Level I and add skills such as hair coloring, chemical servicing, hair piece styling, women's hair cutting, and manicuring. Students also learn how to identify and treat disorders of the skin, scalp, and hair and explore barbershop management and licensing laws. This course will prepare students to take the State Barber Board Exam. (Holton)

Personal Finance | Prerequisite: None
Students learn the financial skills they will need to live independently as adults. Topics include financial planning, shopping skills, managing a bank account and credit/debit

CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, Riverside, Southern, PLC)
cards, and managing assets. (CMA, Hillside, Northern, Riverside, Southern)

**Principles of Business and Finance | 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

**Information Technology Cluster**

*Special Notes about this Cluster:*
Work-based learning strategies are appropriate for the Business Management and Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**
- Career Management
- Entrepreneurship I
- CTE Internship
- Personal Finance

**Foundation Courses**

**Microsoft Excel | Prerequisite: None**
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. (CMA, Hillside, Jordan, Northern, Riverside, Southern)

**Multimedia & Webpage Design | Prerequisite: None**
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. (Hillside, New Tech, Northern, Riverside)

**Introduction to Computer Science**
Introductory Computer Science is taught with Microsoft’s Creative Coding through Games and Apps curriculum through the TouchDevelop instructional programming environment. It is a first-semester course for introduction to programming for the early secondary grades featuring online and in-class lessons that emphasize hands-on coding. The course is designed to attract and reach a broad and diverse range of students, including those who may have never before considered programming. Students learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world. (Hillside, Jordan, New Tech, Northern)

**CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster**
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, Riverside, PLC, Southern)

**PLTW Computer Science Essentials | Prerequisite: None**
Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others.
This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

(Riverside, Jordan, Southern, New Tech, School of Creative Studies)

**PLTW Computer Science Principles** | **Prerequisite:** Recommend PLTW Computer Science Essentials

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

(Riverside, Jordan, New Tech, Southern, School of Creative Studies)

**Computer Engineering Technology** | **Prerequisite:** Recommend Foundations of Information Technology

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. (Hillside)

**Honors Computer Engineering Technology II** (Completer Course) | **Prerequisite:** Computer Engineering Technology

This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. (Hillside)

**Academy of Information Technology Courses**

*Special Notes about this Class:

Digital Video Production is 9 weeks in length which is equivalent to .5 credits. Two courses are need to meet the 1 credit requirement.

**Digital Video Production** | **Prerequisite:** None

This course provides a hands-on introduction to digital video production. It guides students through all phases of digital video production, from planning, executing, and managing video shoot to editing footage. Students explore methods of sharing and broadcasting digital videos, including platform versions, CDs/DVDs, and web delivery. They also learn about publicizing a digital video, using techniques such as search engines to direct viewers to the production. (Hillside)

**AOIT Web Design** | **Prerequisite:** None

Web Design is a hands-on introduction to designing, building, and launching websites. Students learn the basics of HTML coding, explore various web development tools, and get practice creating websites using Adobe Dreamweaver. They learn how to make their websites more effective by applying the principles of design as well as usability and accessibility criteria. Finally, students take a look at various career opportunities in web design. (Hillside)

**AOIT Graphic Design** | **Prerequisite:** None

Graphic Design provides a hands-on introduction to the technical and creative skills of a professional graphic designer. First, students learn the distinguishing features of communicating visually through graphic design. Next, they gain technical skills in Adobe Photoshop to equip them for graphic design work. From there, students master the basic principles of graphic design, and then delve into the elements of graphic design, such as color, typography, and images. (Hillside)

*Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.*
Law, Public Safety, Corrections & Security Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for the Business Management and Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster
- Career Management
- Microsoft Excel
- Microsoft Word and PowerPoint
- CTE Internship
- Personal Finance
- Principles of Business and Finance

Foundation Courses
Public Safety I | Prerequisite: None
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. (Northern)

Public Safety II (Completer Course) | Prerequisite:
Public Safety I
This course covers additional career information in public safety and advanced skills in corrections, emergency and fire management, security and protection, law enforcement, and legal services. The course includes advanced skills in each area, using resources from the community to help deliver instruction to the students. (Northern)

Firefighter Technology I | Prerequisite: None
This course covers part of the NC Firefighter I/II combination certification modules required for all firefighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. (Northern)

CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, New Tech, Northern, Jordan, Riverside, Southern, PLC)

Marketing Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for Marketing Cluster courses. DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster:
- Career Management
- Multimedia & Webpage Design
- Microsoft Word and PowerPoint
- Microsoft Excel
- Business Law
- Personal Finance
- Hospitality and Tourism
- CTE Internship
Foundation Courses

Marketing | Prerequisite: None
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling and product service management. (Hillside, Jordan, Northern, Riverside, Southern)

Fashion Merchandising | Prerequisite: None
In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion and the selling of fashion. (Hillside, Jordan, Northern, Riverside, Southern)

Marketing Management (Completer Course) | Prerequisite: Marketing or Fashion Merchandising
This course is designed to build on the concepts students learned in Marketing or Fashion Merchandising. Students learn how to recruit, hire, train and evaluate employees and study information management, purchasing, pricing, ethics, sales management and financing. (Southern)

Entrepreneurship I (Completer Course) | Prerequisite: Marketing or Personal Finance or 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. (CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)

Honors Entrepreneurship II | Prerequisite: Entrepreneurship I
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management and marketing. Students develop a small business management handbook. (Hillside, Northern, Southern)

Principles of Business & Finance | 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Strategic Marketing | Prerequisite: None - It is suggested that a student be at least a Junior or Senior who has successfully completed a Marketing Management.
This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations and global marketing. (Southern)

CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, Northern, Jordan, New Tech, Riverside, Southern, PLC)

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.

Science Technology, Engineering, And Mathematics Cluster

Special Notes about this Cluster:
Work-based learning strategies are appropriate for the Science Technology, Engineering, and Mathematics Cluster. TSA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster:
Foundation Courses

Drafting I | Prerequisite: None
Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing and engineering. (Riverside, Southern)

Drafting II Engineering (Completer Course) | Prerequisite: Drafting
This course introduces students to engineering graphics including symbol libraries and sectioning techniques. Students learn how to use coordinate systems and study the principles of machine processes including cams and gears. Students will construct 3D wireframe models using Computer Assisted Design (CAD). (Riverside)

Honors Drafting III – Engineering | 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 tolerance, and advanced engineering design concepts such as surface and solid modeling. (Riverside)

Technology Engineering and Design | Prerequisite: None
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. (Hillside, New Tech, Riverside, Southern)

Technological Design (Completer Course) | Prerequisite: 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. (Hillside, New Tech, Riverside, Southern).

Robotics I | Prerequisite: Technology Engineering & Design
The Robotics course is a modular and project-based curriculum that introduces students to the design process in an engaging and hands-on manner. By applying STEM principles to actual engineering projects, the curriculum helps students quickly understand the relevance of what they are learning, and mastering the fundamentals of engineering. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. The Autodesk VEX Robotics Curriculum meets content standards for Science, Technology, Engineering and Math (STEM). Vex Robotics competitions will be available for students through TSA. (New Tech)

Robotics II (Completer Course) | Prerequisite: Robotics I
This course is a modular and project-based curriculum that engages students in advanced robotic design processes. Programming and engineering concepts are reinforced as student’s design and build robots to compete in simulated robotic competitions. (New Tech)

CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, Northern, Jordan, New Tech, Riverside, Southern, PLC)

Project Lead The Way: Engineering
Introduction to Engineering Design (Eligible for AP course weight) | Prerequisites: Successful completion of Math I and Math II is highly recommended.
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. (Riverside, Southern)

Principles of Engineering (Eligible for AP course weight) | Prerequisite: Project Lead The Way Introduction to Engineering Design.
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. (Riverside, Southern)

Digital Electronics (Eligible for AP course weight) (Completer Course) | Prerequisite: Project Lead The Way Principles of Engineering
From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. (Riverside, Southern)

Civil Engineering and Architecture (Eligible for AP course weight) (Completer Course) | Prerequisite: Project Lead The Way Principles of Engineering
Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. (Riverside, Southern)

Aerospace Engineering (Eligible for AP course weight) (Completer Course) | Prerequisite: Project Lead The Way Principles of Engineering
This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. (Riverside)

Computer Integrated Manufacturing (Eligible for AP course weight) (Completer Course) | Prerequisite: Project Lead The Way Principles of Engineering
In this course, students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics, and flexible manufacturing systems. (Riverside)

Computer Science and Software Engineering (Eligible for AP course weight) (Completer Course) | Prerequisite: Project Lead The Way Principles of Engineering
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. (Riverside, Southern)

Environmental Sustainability (Eligible for AP course weight) (Completer Course) | Prerequisite: Two technical credits in one Career Cluster
In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.
Special Notes about this Cluster: Work-based learning strategies are appropriate for Marketing Cluster courses. DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster:

- Career Management
- Microsoft Word and PowerPoint
- Microsoft Excel
- Principles of Business & Finance
- CTE Internship
- Personal Finance
- Intro to Trade and Industrial Education
- Automotive Computer System Diagnostics

Foundation Courses

Introduction to Automotive Service | Prerequisite: None
This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual Drivetrain and Axles and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. (Northern, Southern)

Marketing Management (Completer Course) | Prerequisite: Marketing or Fashion Merchandising
In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. (Southern)

Automotive Service I | Prerequisite: Introduction to Automotive Service
This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. (Northern, Southern)

Automotive Service II (Completer Course) | Prerequisite: Automotive Service I
This course builds on knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. (Northern, Southern)

Automotive Service III | Prerequisite: Automotive Service II
This course builds on skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. (Northern, Southern)

Entrepreneurship I | Prerequisite: Marketing or Personal Finance or Principles of Business & 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 business. (Northern, Southern)

Marketing | 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. (Hillside, Jordan, Northern, Riverside, Southern)

CTE Advanced Studies | Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (CMA, Hillside, Northern, Jordan, New Tech, Riverside, Southern, PLC)

Any approved Career & College Promise and Technical Education Pathway Course may be applied to this cluster.
ROTC

Students earn 1 unit of credit for each successfully completed course. ROTC programs are designed as 4-year programs. Students are encouraged but not required to complete the 4 years. Students receive regulation military uniforms free of charge. Uniforms must be worn once each week and for military functions. ROTC classes meet one period each day. NO MILITARY SERVICE OBLIGATION RESULTS FROM ROTC PARTICIPATION.

Army ROTC at Hillside High School
The curriculum includes academic instruction, military drills, leadership development and supervised athletic activities. Students make trips to military facilities to observe military operations and to other schools for color guard, drill team and other competitive events. Students who complete two or more years of JROTC may receive advanced placement after completion of Army Basic Training.

Army Junior ROTC I | Prerequisite: None
This beginning course in Leadership Development introduces students to ROTC and the Army. Students learn drills and ceremonies, first aid, and map reading while building their ability to communicate and become leaders. Students will also discuss current events.

Army Junior ROTC II | Prerequisite: Army Junior ROTC I
Leadership Development continues to be an important aspect of ROTC II. Students learn intermediate drills and ceremonies and study first aid, map-reading, and communication skills in greater depth. Students study biographical sketches and historical campaigns and discuss opportunities for scholarships and other career benefits.

Army Junior ROTC III | Prerequisite: Army Junior ROTC II
Army JROTC III stresses military leadership and managerial techniques, including a review of the duties of a leader/manager. Students increase their skills with applied map reading, land navigation, and techniques of communication and study of the role of the Army in United States history. Students will also discuss opportunities available to today’s soldier in the area of vocational knowledge and skills.

Army Junior ROTC IV | Prerequisite: Army Junior ROTC III
ROTC IV is the culmination of the JROTC program. Students learn advanced leadership techniques as they study the psychological and moral aspect of leadership and examine group relations and behavior. In a special seminar focusing on leadership and management, students gain insight into decision making as it applies to implementing new ideas, maintaining discipline, and managing people. Cadets have multiple opportunities to assume leadership roles including preparing and presenting a lesson to the class, leading everyday functions of the corps, and reviewing how staff responsibilities are organized and carried out.

Air Force Junior ROTC (AFJROTC) at Northern and Riverside
AFJROTC students are engaged in three periods per week of academic instruction, one period per week of military drills and leadership development, and one period a week of physical fitness. Students will have the opportunity to visit military installations and facilities to observe military operations and life first hand. They may also be able to take orientation flights aboard military aircraft. AFJROTC units will perform color guard and drill demonstrations at school and community events.

After graduation, students with three years of AFJROTC who qualify to serve in the military will be offered these opportunities:

- They may enlist in one of the Armed Forces in an advanced grade.
- They may have the first year of college ROTC waived upon request.
- They may compete for a four year ROTC scholarship with paid tuition, fees and books. The scholarship includes a tax free stipend each month for the scholarship recipient.

Aerospace Science I | Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)
The Aerospace Science curriculum for entry-level cadets consists of an introduction to aviation history. Cadets explore the subject of aviation from ancient times until present day, to include rocketry, astronomy and space exploration. The leadership curriculum for this course includes topics pertaining to AFJROTC organization, Air Force traditions and customs, citizenship, and character development. In addition, cadets learn about and practice drill and ceremonies. Cadets also learn about substance abuse, CPR, first aid and techniques for stress reduction, fitness and weight management. The wellness curriculum consists of one day per week of required fitness activities to include: one-mile run, push-ups, pull-ups, curl-ups, shuttle
Aerospace Science II and Aerospace Science III | Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)

The subject matter taught in the Aerospace Science portion of the curriculum will rotate between three different subject areas: Science of Flight, Space Exploration and Global/Cultural Awareness. Science of Flight: Topics include the atmospheric environment, human requirements of flight, the principles of aircraft flight, the physics of flight, and basic navigation methods. Space Exploration: Topics include history of astronomy and space flight, the solar system, space exploration and technology, manned and unmanned flights, space missions and various types of space vehicles. Global/Cultural Awareness: Topics include historical, geographic, religious, ethnic, economic and political issues that have shaped and continue to impact on six major geographic regions of the world including: The Middle East, Asia, Africa, Russia & the former Soviet Republics, Latin America and Europe.

The Wellness curriculum consists of one day per week of required fitness activities to include: one-mile run, push-ups, pull-ups, curl-ups, shuttle run and sit-and-reach components. Additionally, once the required elements have been completed, cadets will have an opportunity to participate in activities or sports to foster team building.

Aerospace Science IV | Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)

In this course, cadets focus on developing advanced leadership skills. Leadership Education 400 focuses on the principles of management and the key activities of managers: planning, organizing and leading. Students will be involved in the development of a cadet corps strategic plan, strategic goals and action plans to focus cadet corps activities throughout the school year. In the Aerospace Science 400 portion of the curriculum, students will have multiple opportunities to organize activities, schedule/conduct staff meetings, give briefings to the corps, prepare lessons for classroom presentation, conduct uniform inspections and lead/direct junior-level cadets in drill. The Wellness curriculum consists of one day per week of required fitness activities to include: one-mile run, push-ups, pull-ups, curl-ups, shuttle run and sit-and-reach components. Additionally, once the required elements have been completed, cadets will have an opportunity to participate in activities or sports to foster team building.

Aerospace Science Drill and Ceremonies (Riverside only) | Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)

Students will learn advanced techniques in both regulation and exhibition military drill. Cadets will have the opportunity to compete in several drill meets against other JROTC drill teams both in state and out of state. There is a cost associated with this class to attend the drill meets. The course meets after school each day and is a fall semester class only. Students receive one credit upon successful completion.
ESL COURSES

Students earn 1 unit of credit for each successfully completed course. All courses are aligned to the ESL Essential Standards and North Carolina Standards for each content area.

ESL courses provide language support with the goal of preparing students to succeed in regular education courses. Students should consult with their ESL teacher and school counselor to determine course placement. Course selection should be based upon language proficiency scores, number of years in U.S. schools and classroom performance. ESL students advance in language proficiency at different rates, so they are not required to follow a rigid course sequence. They may skip to more advanced ESL courses such as ESL II or III if the criteria mentioned are met.

ESL Literacy (10382XOP)
This course is designed to address the needs of students with limited schooling resulting in low literacy in their home language. The course will focus on building basic literacy skills such as phonics and sight words instruction. Students will learn literacy skills using content area vocabulary and structures including and orientation to U.S schools and American culture.

ESL Level IA (10382S1A) (Jordan 10382XOYIA) | Prerequisite: None
This course is for English Learners, new to the English Language, within the first year in US schools. The course will focus on listening, reading, speaking and writing skills in English to provide an introduction to U.S. schools and American culture and prepare students’ transition to content area classes.

ESL Level IB (10382S1B) (Jordan 10382XOYIB) | Prerequisite: None (preferred ESL Level 1 A) ESL Level II (10382S1B)
This course is designed to support English Learners in their 1st year in US schools who need additional literacy support during the 2nd semester. While most students from ESL Level IA might be able to move directly to ESL Level II the course will provide additional practice for those who need it. The course will focus on listening, speaking, reading and writing skills to help students progress in social and academic contexts in English. and serve as preparation for their content area classes.

ESL Level II (10382S2) (Jordan 10382XOYS2)
This course is a continuation of ESL Level IA/IB or English Learners who are within the first two years in U.S. schools and beginning to understand the English language and use it in a limited capacity. The course will include a focus on listening, speaking, reading and writing skills to help students progress in social and academic contexts in English. This course is designed to prepare students in academic language skills which will be used in the content classes.

ESL Level III (10382S3) (Jordan 10382XOS3) | Prerequisite: Level II or Recommendation by ESL Teacher
This course is a continuation of ESL Level II and it is for intermediate or high intermediate English Learners. These students will successfully use the English language in most everyday situations. This course includes a focus on developing listening, speaking, reading and writing skills to help students progress mainly in academic context in the core content areas.

ESL Level IV (10382S4) (Jordan 10382XOYS4) | Prerequisite: Level III or Recommendation from the ESL teacher/content teacher
This course is for advanced English Learners whose academic language skills are expanding. These students need support with complicated literary text and academic writing. The course will emphasize reading and writing skills to help students succeed in academic contexts in the core content areas.

ESL Level V (10382S5) (Jordan 10382XOS5)
This course focuses on refining reading and writing skills to help English Language Learners bridge the gap between oral language skills and text-based skills in the content area. These students have a high level of skills in listening
and speaking skills in English with some gaps in Reading and Writing skills. This course focuses on refining reading and writing skills to help English Learners to bridge the gap in the academic language usage in the content area and to prepare them for college-level academic discourse. This course if for students who are close to exiting ESL services.

**Advanced Reading and Writing in the Content Area (10382X0RW) | Prerequisite: Level IV or recommendation by content and/or ESL teacher**

**Additional ESL Sheltered Courses**
These courses are not offered at every school. Check with your school counselor or ESL teacher for information about specific courses.

**ESL Sheltered English Courses**
These English courses have the same requirements as their versions for native English speakers and are offered at every high school. These courses may be taught by an ESL teacher or a certified English teacher trained in ESL strategies. Sheltered Courses maybe offered in any content area when there are enough ELs to participate in a course. The ESL department offers professional development to support content and ESL teachers in best practices for teaching ELs and appropriate resource information to effectively challenge all students.

- **ESL English I (10212S) | Prerequisite: Complete ESL Level 1(10382S)**
- **ESL English II (10222S) | Prerequisite: ESL English I**
- **ESL English III 10232S) | Prerequisite: ESL English II**
- **ESL English IV(10242S) | Prerequisite: ESL English III**

**ESL Sheltered Math Courses**
These mathematics courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.

- **ESL MATH I | Prerequisite: None, all students take the MATH I End-of-Course Test**
- **ESL MATH II | Prerequisite: MATH I - all students take the MATH II NC Final Exam Test**
- **ESL MATH III | Prerequisites: MATH I and MATH II, all students take the MATH III NC Final Exam Test.**

**ESL Sheltered Science Courses**
These Science courses have the same requirements as their non-sheltered versions. See the science section for complete course descriptions.

- **ESL Earth/Environmental Science | Prerequisite: None**
- **ESL Biology I | Prerequisite: None**
- **ESL Physical Science | Prerequisite: Students should have successfully completed or be concurrently enrolled in MATH I (Chemistry and Physics also meet the state physical science requirement.)**

**ESL Sheltered Social Studies Courses**
These Social Studies courses have the same requirements as their non-sheltered versions. See the social studies section for complete course descriptions.

- **ESL World History | Prerequisite: None**
- **ESL American History I | Prerequisite: World History**
- **ESL American History II | Prerequisite: World History and American History I**
- **ESL American History: The Founding Principles, Civics and Economics | Prerequisite: World History**

**ESL Sheltered Elective Courses**
These elective courses have the same requirements as their non-sheltered versions.

- **ESL Health/PE | Prerequisite: None - See the Health/PE section for a complete course description.**
- **ESL Introduction to Culinary Arts | Prerequisite: None (Northern HS) - See the CTE section for complete course description.**
- **ESL Culinary Arts | Prerequisite: None (Northern HS) - See the CTE section for complete course description.**
Future Ready Occupational Course of Study Diploma Pathway
Graduation Requirements

<table>
<thead>
<tr>
<th>Content Area</th>
<th>OCS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (NC DPI Requirement)</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>OCS English I*, II**, III*, IV*</td>
</tr>
<tr>
<td>Math (NC DPI Requirement)</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>OCS Introduction to Math, OCS MATH I**, OCS Financial Management</td>
</tr>
<tr>
<td>Science (NC DPI Requirement)</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>OCS Applied Science, OCS Biology**</td>
</tr>
<tr>
<td>Social Studies (NC DPI Requirement)</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>OCS American History I* &amp; II*</td>
</tr>
<tr>
<td></td>
<td>Beginning 2017-18, first time 9th graders will need to take American History: Founding Principles, Civics and Economics*, plus either American History I or II</td>
</tr>
<tr>
<td>Health/PE (NC DPI Requirement)</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Career and Technical Education (CTE) (NC DPI Requirement)</td>
<td>4 Credits</td>
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<tr>
<td>Electives (DPS Requirement)</td>
<td>6 Credits</td>
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<tr>
<td></td>
<td>(At least one credit in an art discipline recommended)</td>
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<tr>
<td>Additional Course Requirements (NC DPI Requirement)</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>OCS Occupational Preparation I, II***, III***, IV</td>
</tr>
<tr>
<td>Additional Graduation Requirements: (NC DPI Requirements)</td>
<td>• Vocational Training Hours</td>
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<tr>
<td></td>
<td>• 150 School-Based</td>
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<td></td>
<td>• 225 Community-Based</td>
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<td></td>
<td>• 225 Paid, Competitive Employment vs. Combination of paid competitive, school-, and community-based****</td>
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<td></td>
<td>• OCS Work Portfolio, including formal presentation</td>
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<td>• Evidence of IEP Goal Mastery</td>
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</tbody>
</table>

*Student is required to take the NC Final Exam (NCFE)
**Student is required to take NC End of Course Exam (EOC)
***Student is required to take two credits of OCS Occupational Preparation II & III
****Student is required to submit copies of official paystubs to document completion of paid, competitive employment
<table>
<thead>
<tr>
<th>I</th>
<th>Intro. to Math</th>
<th>Applied Science</th>
<th>American History I</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>OCS MATH I</td>
<td>Biology</td>
<td>American History II</td>
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<td>IV</td>
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<thead>
<tr>
<th>CTE Courses</th>
<th>Credit Earned</th>
<th>Occupational Prep</th>
<th>Credit Earned</th>
<th>Electives</th>
<th>Credit Earned</th>
<th>Health/PE</th>
<th>Credit Earned</th>
</tr>
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<tbody>
<tr>
<td>CTE #1</td>
<td>OCC Prep I</td>
<td>Elective I</td>
<td></td>
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<tr>
<td>CTE #2</td>
<td>OCC Prep II (2 credits)</td>
<td>Elective II</td>
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<td></td>
<td>Health (.5 Credit)</td>
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<tr>
<td>CTE #3</td>
<td>OCC Prep III (2 credits)</td>
<td>Elective III</td>
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<td></td>
<td>PE (.5 Credit)</td>
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<td>CTE #4</td>
<td>OCC Prep IV</td>
<td>Elective IV</td>
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<td>Elective V</td>
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<td></td>
<td>Elective VI</td>
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<tr>
<td>Vocational Training Hours</td>
<td>OCS Work Portfolio</td>
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<tr>
<th>150 School-Based</th>
<th>Document Presentation</th>
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<tbody>
<tr>
<td>225 Community-Based</td>
<td></td>
</tr>
<tr>
<td>225 Paid vs. Combination of, School-Based and Community-Based</td>
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</tr>
</tbody>
</table>
Future Ready Occupational Course of Study Course Descriptions (OCS)

Occupational Course of Study English Courses (Total 4 Credits)

OCS English I | Prerequisite: None
Students in OCS English I will use a variety of genres of literature to study literature in order to gain a better understanding of different cultures and current events in relationship to themselves. Students will be exposed to reading and writing skills necessary to write, analyze, and evaluate detailed arguments. OCS students are required to take the English I NC Final Exam (NCFE).

OCS English II | Prerequisite: OCS English I
Students in OCS English II will study literature from a global perspective including, informational texts, poetry, drama, biographical works, and art designed to help students better understand how world cultures differ and how current events impact their lives. Students will continue to develop the reading and writing skills necessary to further develop analytical and persuasive writing skills. This course is directly aligned with Future Ready Core English II and OCS students are required to take the English II End of Course Exam (EOC).

OCS English III | Prerequisite: OCS English II
OCS English III continues building on information and skills introduced in OCS English I and II. Instruction will continue to focus on developing the ability to comprehend and utilize a variety of literary and informational texts from within the US and across the globe to better understand different cultures and the impact on current events. Students will learn to use communication skills appropriate for a variety of settings, including formal and informal settings within employment, postsecondary education/training, independent living, and community participation. Students will learn to critique written information, utilize decision-making skills, and express personal viewpoints within a variety of settings and life domains (including, but not limited to, employment and independent living situations). Students will learn how to complete written forms using templates such as guides and informational resources. Emphasis is also placed on students generating original writings. OCS students are required to take the English III NC Final Exam (NCFE).

OCS English IV | Prerequisite: OCS English III
OCS English IV builds on the information and skills developed in OCS English I, II, and III. In addition to continuing to develop the ability to utilize various types of written text to obtain information, students will learn to access information needed to carry out adult and independent living tasks. Instruction is provided on formal versus informal communication and completion of written forms without templates and/or guides. Students learn to discriminate between subjective and objective information in order to analyze current events and develop personal viewpoints. Students will apply skills learned throughout the four English courses to produce a variety of written materials routinely used in employment, postsecondary education, adult and independent living, as well as within the community. OCS students are required to take the English IV NC Final Exam (NCFE).

Occupational Course of Study Science Courses (Total of 2 Credits)

OCS Applied Science | Prerequisite: None
Students learn about energy, the environment, conservation, and chemical exposure. The students also study the systems of the human body and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts to real world situations.

OCS Biology | Prerequisite: None
OCS Biology exposes students to the history and development of biology including cellular biology, genetics, biochemistry, physiology, and life processes. Students develop process and problem solving skills through hands-on activities and the application of the scientific method. This course is directly aligned with the Future Ready Core Course of Study Biology I course. OCS students are required to take the Biology I End of Course Exam (EOC).

Occupational Course of Study Mathematics (Total of 3 Credits)

OCS Introduction to Mathematics | Prerequisite: None
Students learn basic computation skills including the manipulation of whole numbers, decimals, fractions and percentages. Instruction is provided in measuring time, predicting patterns, and graphing. Students are also exposed to basic algebraic concepts. Students will apply mathematical concepts to solve problems.

OCS MATH I | Prerequisite: OCS Introduction to Mathematics
OCS MATH I is a rigorous math course that builds on the core math concepts presented in OCS Introduction to Mathematics. OCS MATH I students explore basic math operations, geometry, measurement, probability and statistics, and are introduced to discrete algebra. Students will use ratios to solve problems and exponents to simplify mathematical expressions and factor algebraic
expressions. Students will also learn to analyze statistical distributions. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. Students are required to take the MATH I End of Course Exam (EOC).

**OCS Financial Management** | Prerequisite: OCS MATH I

OCS Financial Management provides students with a foundation in financial planning and money management needed for independent living. Students are introduced to the concepts of income and other forms of financial compensation for work performed along with state and federal income tax requirements. Students learn about credit and how to maintain a positive credit rating. Additional course objectives include an understanding of fiscal responsibility, including the concept of “needs vs. wants”. Students learn about different types of insurance and how to analyze differences between banks and credit unions. Students have opportunities to practice basic computation skills throughout this course.

**Occupational Course of Study Social Studies Courses (Total of 2 Credits)**

**OCS American History I** | Prerequisite: None

OCS American History I introduces students to US historical events starting with the European exploration of the “new world” and the colonial settlement, American Revolution, establishment of the US Constitution, the westward expansion, the US Civil War and reconstruction following the war. Students also learn about the establishment of the different political parties. Students should take this course prior to taking OCS American History II. Students are required to take the American History I NC Final Exam (NCFE).

**OCS American History II** | Prerequisite: OCS American History I

OCS American History II will guide students from the late nineteenth century time period through the early 21st century. Starting with the end of Reconstruction through present time, students will examine the political, economic, social, and cultural development of the United States. Students will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and 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 interactions, and understand the impact of events on in the United States in an interconnected world. An emphasis is also placed on individual rights, responsibilities, and self-advocacy. Students should take this course after completing OCS American History I. Students are required to take the American History II NC Final Exam (NCFE).

**OCS American History: Founding Principles, Civics and Economics** | Prerequisite: None

OCS American History: Founding Principles, Civics and Economics teaches the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. It provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The course is organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Students will gain a practical understanding of legal, political, and economic systems that affect their lives as consumers and citizens.

*Beginning 2017-18, beginning 9th graders will need to earn course credit for this course, plus either an American History I or American History II credit to meet graduation requirements.*

**Occupational Course of Study Occupational Preparation (Total of 6 Credits)**

**OCS Occupational Preparation I** | Prerequisite: None

OCS Occupational Preparation I (OCC Prep I) is designed to introduce students to the fundamentals, attitudes, behaviors and habits needed to obtain, maintain, and advance employment in their chosen career fields. Students will participate in school-based learning activities designed to develop positive work ethics, job-seeking skills, decision-making skills, and self-management. School-based work training activities will include activities such as school-based enterprises and hands-on vocational training activities completed throughout the school campus. Students begin formal career planning in this OCC Prep course and continue this process throughout the strand of OCC Prep courses. This course is part of a sequential series of courses designed to be taken in order.

**OCS Occupational Preparation II (2 credits required)** | Prerequisite: OCS Occupational Preparation

Two credits of OCS Occupational Preparation II are required for graduation with a diploma in the OCS Diploma Pathway. The two sections of OCC Prep II are designed to be offered in back-to-back course periods during the same semester. This schedule allows students time to participate in school-based and, as appropriate, community-based
vocational training. This course is designed to allow students to develop soft skills appropriate to all careers. Students have opportunities to develop appropriate interpersonal and problem solving skills with an understanding cultural diversity. Students will have opportunities to develop and apply self-advocacy skills. This course provides students with opportunities to work in teams. Course activities may take place in a variety of settings including the classroom, whole school environment, and community.

OCS Occupational Preparation III (2 Credits Required) | Prerequisite: 2 Credits of OCS Occupational Preparation II

Two credits OCS Occupational Preparation III are required for graduation with a diploma in the OCS Diploma Pathway. It is designed to be offered in back-to-back course periods during the same semester. This schedule allows students time to participate in school-based and community-based vocational training during the school day, if appropriate. Students have an opportunity to apply skills learned in OCS OCC Prep I and II and continue to develop the employability skills necessary for competitive employment. Multiple opportunities are provided for students to develop leadership and self-determination skills.

OCS Occupational Preparation IV | Prerequisite: 2 Credits of OCS Occupational Preparation III

OCS Occupational Preparation IV gives students the opportunity to synthesize all the skills acquired in previous the Occupational Preparation courses and apply them to competitive employment. This course provides students with opportunities to apply problem-solving skills in a variety of work-related situations. Students continue focusing on completing the remainder of school-based and community-based work training hours in addition to finding and maintaining competitive employment aligned with postsecondary goals. Students will continue developing work portfolios outlining their educational and vocational high school experiences. Students are required to formally present their work portfolio to a panel of DPS staff.

Learning Strategies | Prerequisite: None

This course is designed for students with a disability who have a documented need for specialized instructional support as determined by the IEP team. Specific learning strategies are taught to promote their success in all academic areas. Students learn to strengthen their organizational skills. They also learn strategies with test taking, listening, note taking, writing, and vocabulary taught by a special education teacher. Students may spend part of each class period implementing the learned strategies in their current coursework.

Decision-Making | Prerequisite: None

This course is designed for students with disabilities who require specialized instructional support in social skills instruction including behavior management techniques and social skill development as documented in the IEP. Students learn to respond appropriately to life situations by adapting their behavior to different roles and settings. Students learn to consider the consequences for their decisions, to take ownership of their choices, and to solve problems.