

# Durham Public Schools High School Course Guide



**BUILDING OUR  
FUTURE**

2024-2025

[www.dpsnc.net](http://www.dpsnc.net)



# A Message from the Superintendent

Dear DPS students and families:

Welcome to your year of possibilities! We're excited to present this updated guide to high school courses for your reference. Inside you will find an overview of the many classes and programs available to you. As a high school student, you are now preparing for life beyond Durham Public Schools and we want to provide you with many options to success.

There are early college credit options, career explorations and certifications, and a host of other curated opportunities for you listed in this guide. As you peruse it, please feel free to write down questions you may have about classes that interest you and ask a trusted teacher, counselor, or administrator. Take full advantage of all of the resources available to you while you are a student in the Durham Public Schools. Success is yours and we want to help you experience it!

Sincerely,

Catty Quiroz Moore  
Interim Superintendent

Dr. Nicholas King  
Deputy Superintendent for Academic Services

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

## **City of Medicine Academy**

301 Crutchfield St, Durham, NC 27701  
Phone: 919- 560-2001 Fax: 919-477-3927  
Principal: Dr. Renita Griffin-Jordan

## **Durham Performance Learning Center**

401 N. Driver St, Durham, NC 27703  
Phone: 919-530-9190 Fax: 919-560-2214  
Principal: Kesha Futrell

## **Durham School of Technology**

3727 Fayetteville St, Durham, NC 27707  
Phone: 919-560-9183 Fax: 919-560-3686  
Principal: Lamont Dixon

## **Durham School of the Arts (6-12)**

400 N. Duke St, Durham, NC 27701  
Phone: 919-560-3926 Fax: 919-560-2217  
Principal: Dr. Jackie Tobias

## **Hillside High School**

3727 Fayetteville St, Durham, NC 27707  
Phone: 919-560-3925 Fax: 919-560-2312  
Principal: Dr. William Logan

## **Holton Career and Resource Center**

401 N. Driver St, Durham, NC 27703  
Phone: 919-560-2219 Fax: 919-237-5669  
Principal: Kesha Futrell

## **Hospital School**

Duke University Medical Center  
Box 3039 Duke South, Durham, NC 27710  
Phone: 919-684-5684 Fax: 919-684-5319  
Principal: Michael Somers

## **Ignite! Online Academy**

2107 Hillandale Rd, Durham, NC 27705  
Phone: 919-866-4237  
Principal: Crystal Medlin

## **J. D. Clement Early College High School at North Carolina Central University**

1801 Fayetteville St, Durham, NC 27707  
Phone: 919-560-2696 Fax: 919-560-2698  
Principal: Dr. Lori Bruce

## **Jordan High School**

6806 Garrett Rd, Durham, NC 27707  
Phone: 919-560-3912 Fax: 919-560-2620  
Principal: Susan Taylor

## **Lakeview School (6-12)**

3507 Dearborn Dr, Durham, NC 27704  
Phone: 919-560-2520 Fax: 919-560-2446  
Principal: Dr. Theresa McGowan

## **Middle College High School at Durham Technical Community College**

1616 Cooper St, Durham, NC 27703  
Phone: 919-536-7203 Fax: 919-536-7294  
Principal: Crystal Taylor-Simon

## **Northern High School**

4622 N. Roxboro Rd, Durham, NC 27712  
Phone: 919-560-3956 Fax: 919-479-3001  
Principal: Dan Gilfort

## **Riverside High School**

3218 Rose of Sharon Rd, Durham, NC 27712  
Phone: 919-560-3965 Fax: 919-560-3798  
Principal: Dr. Gloria Woods-Weeks

## **The School for Creative Studies (6-12)**

5001 Red Mill Rd, Durham, NC 27704  
Phone: 919-560-3535 Fax: 919-477-9189  
Principal: Chaundra Clay

## **Southern School of Energy & Sustainability**

800 Clayton Rd, Durham, NC 27703  
Phone: 919-560-3968 Fax: 919-560-2445  
Principal: Jerome Leathers

# 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](http://www.magnet.dpsnc.net).

## Magnet High Schools

Dr. Julie Pack, Executive Director CTE & Magnet Programs  
[Julie\\_Pack@dpsnc.net](mailto:Julie_Pack@dpsnc.net) | 919-560-2000 x 22747

### **City of Medicine Academy** | Grades 9-12, [www.cma.dpsnc.net](http://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](http://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, visual arts (including 2D, sculpture, and 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.

### **Durham School of Technology** | Grades 9-12, [www.newtech.dpsnc.net](http://www.newtech.dpsnc.net)

The instructional cornerstone for Durham School of Technology High School is collaborative project-based learning by utilizing technological resources. The school is partnered with the national Durham School of Technology Network and Durham Technical Community College in order to provide opportunities for students to take college level coursework during high school. Durham School of Technology 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](http://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](http://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 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. Students who attend MCHS@DTCC will meet with the college liaison for proper placement into course sequencing for Math, English, Science and Social Studies. Additional information about the available college/career pathways can be found [here](#).

### **Southern School of Energy and Sustainability** | Grades 9-12, [www.southern.dpsnc.net](http://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](http://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.

**Ignite! Online Academy** | Grades 9-12, <https://www.dpsnc.net/ignite-academy>

Ignite! Online Academy is a K-12 online school that utilizes a blend of synchronous (live zoom classes) and asynchronous learning (navigating through our platforms to complete coursework) along with opportunities for in-person support and socialization. Ignite! students experience personalized, differentiated learning design to meet their individual needs while being supported with technology that develops their digital competencies and prepares them to be leaders in the twenty-first century world.

**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 challenges 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](http://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 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](http://www.HoltonCenter.dpsnc.net)

Holton offers many programs that not only are unique to the district but are also unique to the state. If you attend Holton, you will graduate with a full high school diploma, and be fully prepared to pass the licensure exam for the North Carolina State Board of Cosmetics or Barbers. Students will be dually enrolled, attending their primary high school in the morning and completing courses at Holton in the afternoon. The curriculum focuses on cosmetology and barbering which can be paired with small business/entrepreneurship classes giving students the know-how to become small business owners in Durham.

## Multilingual Resource Center

The Multilingual Resource Center (MRC) is a bridge between schools and families. The Multilingual Resource Center is responsible for interpretation and translation services, family support and engagement, and community outreach. The MRC is located at 2107 Hillandale Road, Durham, NC 27705. Send an email to [Multilingual.ResourceCenter@dpsnc.net](mailto:Multilingual.ResourceCenter@dpsnc.net) or call the Multilingual Resource Center at (919) 560-2510.

# The 7 Key Steps for Selecting Your Courses

## STEP 1: Review the chart below.

Make sure you fully understand the requirements needed to earn your high school diploma.

### Graduation Requirements

Content Area	Future-Ready Core: For Ninth Graders Entering in 2012-13 & Later	Future-Ready Occupational: For select IEP students with EOC proficiency level exemption
English (NC Requirement)	<b>4 Credits required:</b> English I, II, III, IV	<b>4 Credits required:</b> OCS English I, II, III, IV
Mathematics (NC Requirement)	<b>4 Credits required:</b> NC Math I, II, III plus, a 4th Math course aligned with student's post high school plans	<b>3 Credits required:</b> OCS Introduction to Mathematics, OCS MATH I OCS Financial Management
Science (NC Requirement)	<b>3 Credits required:</b> A physical science course (Chemistry, Physics, or Physical Science), Biology, and an environmental science (Earth & Environmental Science OR AP Environmental Science)	<b>2 Credits required:</b> OCS Applied Science OCS Biology
Social Studies (NC Requirement)	<b>4 Credits required:</b> Students entering high school Fall 2019 or before: World History (or AP World History), American History: Founding Principles: Civics & Economics (or Civic Literacy), AND American History I, American History II (or AP US History & 1 additional social studies elective)  Students entering high school Fall 2020: In addition to the requirements for students entering in Fall 2019 or before, students must also earn a credit in Economics & Personal Finance.  Students entering high school Fall 2021 or after: World History (or AP World History), Founding Principles of the US/NC: Civic Literacy, American History (or AP US History), and Economics & Personal Finance.	<b>2 Credits required:</b> Students Entering 9th grade prior to 2017-2018 – American History I AND American History II  Students Entering 9th grade for the first time in 2017-2018 –American History I or American History II AND American History: Founding Principles, Civics & Economics  Students Entering 9th grade for the first time in 2020-2021 and beyond - Founding Principles of the United States of America and North Carolina: Civic Literacy or American History: Founding Principles, Civics & Economics AND Economics and Personal Finance
Health & PE (NC Requirement)	<b>1 Credit required</b>	<b>1 Credit required-.5 Health &amp; .5 Physical Education</b>
Electives (NC Requirement)	<b>6 Credits required</b> 2 elective credits in any combination of the following: • Career and Technical Education (CTE) • Arts Education • World Languages  DPS expects for all students to complete a 4 elective credit concentration from one of the following: • 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 • Mathematics • Social Studies • Arts Education • World Languages • Science • Health/ Physical Education • English	<b>4 Credits required</b> At least one credit in fine arts recommended  <b>4 Credits CTE required</b>  <b>6 Credits Occupational Preparation required</b> OCS Preparation I, II (2 units), III (2 units), IV  150 hours of school-based training 225 hours of community-based training 225 hours of paid employment.  <b>Elective credits/ completion of IEP objectives/Career Portfolio required</b>
Electives (DPS Requirement)	<b>4 credits required</b> (Durham School of the Arts & School of Creative Studies 2 credits required)	Recommended: At least one credit in an arts discipline
World Languages**	Not required for high school graduation. <b>**A two-credit sequential world language minimum is required for many colleges and universities.</b>	Not required for high school graduation.
Total	26 Credits (Durham School of the Arts and the School for Creative Studies- 24 credits required)	26 Credits (Durham School of the Arts and the School for Creative Studies- 24 credits required)



# STEP 2: Complete the course credit worksheet below using your transcript.

Talk to your professional school counselor and teachers if you need help understanding graduation requirements or reading your transcript.

What is your postsecondary goal? \_\_\_\_\_

## DPS Revised 2022-2023 Future-Ready Core

Content Area	Cr	Courses Completed / Mark	Notes
<b>English</b> * English II EOC ___	4	<i>Note: No course can count in more than one content area to meet the graduation requirement.</i> <input type="checkbox"/> English I / ___ <span style="margin-left: 200px;"><input type="checkbox"/> English III / ___</span> <input type="checkbox"/> English II / ___ <span style="margin-left: 200px;"><input type="checkbox"/> English IV / ___</span>	
<b>Mathematics</b> * Math I EOC ___ Math III EOC ___	4	<b>ALL of these</b> <span style="margin-left: 50px;">-OR-</span> <b>Math Substitution*</b> <i>based on 9th grade entry</i> <input type="checkbox"/> Math I / ___ <span style="margin-left: 200px;"><input type="checkbox"/> Math I / ___</span> <input type="checkbox"/> Math II / ___ <span style="margin-left: 200px;"><input type="checkbox"/> Math II / ___</span> <input type="checkbox"/> Math III / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span> <input type="checkbox"/> 4 <sup>th</sup> Math / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span>	
<b>Science</b> * Biology EOC ___	3	<input type="checkbox"/> Biology / ___ <span style="margin-left: 50px;"><input type="checkbox"/> Physical Science, Chemistry, or Physics / ___</span> <input type="checkbox"/> Earth Science or AP Environmental / ___	
<b>Social Studies</b>	4	<p><b>Entering 9th graders 2021-22 and Beyond</b></p> <p>A World History Course: <input type="checkbox"/> World History / ___ <b>OR</b> AP World Modern / ___ <b>OR</b> IB History SL / ___</p> <p>An American History Course: <input type="checkbox"/> American History / ___ <b>OR</b> APUSH/ ___ <b>OR</b> IB History of the Americas / ___</p> <p>A Founding Principles Course: (choose one) <input type="checkbox"/> Founding Principles of the USA and NC: Civic Literacy/ ___ <b>OR</b> AP Gov't / ___ <input type="checkbox"/> Economics and Personal Finance</p> <p><b>Entering 9th graders 2020-21</b></p> <p>A World History Course: <input type="checkbox"/> World History / ___ <b>OR</b> AP World Modern / ___ <b>OR</b> IB History SL / ___</p> <p>An American History Course: (choose one) <input type="checkbox"/> American History I / ___ <b>OR</b> <input type="checkbox"/> American History II / ___ <b>OR</b> <input type="checkbox"/> American History/ ___ <b>OR</b> <input type="checkbox"/> APUSH/ ___ <b>OR</b> <input type="checkbox"/> IB History of the Americas / ___ <input type="checkbox"/> Economics and Personal Finance</p> <p>A Founding Principles Course: (choose one) <input type="checkbox"/> Founding Principles, Civics &amp; Economics / ___ <input type="checkbox"/> AP Gov't &amp; Politics / ___ <input type="checkbox"/> Founding Principles of the USA and NC: Civic Literacy/ ___</p> <p><b>Entering 9th graders 2019-20 and before</b></p> <p>A World History Course: <input type="checkbox"/> World History / ___ <b>OR</b> AP World Modern / ___ <b>OR</b> IB History SL / ___</p> <p>American History Course Options: (choose one option containing TWO courses) <input type="checkbox"/> American History I / ___ <b>AND</b> American History II / ___ <input type="checkbox"/> American History I / ___ <b>OR</b> American History II / ___ <b>AND</b> another SS Elective/ ___ <input type="checkbox"/> American History <b>OR</b> APUSH <b>OR</b> IB History of the Americas / ___ <b>AND</b> another SS Elective / ___</p> <p>A Founding Principles Course: (choose one) <input type="checkbox"/> Civics &amp; Economics / ___ <input type="checkbox"/> AP Gov't &amp; Politics <input type="checkbox"/> Founding Principles of the USA and NC: Civic Literacy/ ___</p>	<p style="color: red;"><b>Note for 9th graders entering 2021-22 and beyond:</b> For students who took a Social Studies course in middle school not aligned to the new standards, those courses <u>will NOT</u> count towards one of these SS graduation requirements but will count for elective requirements.</p> <p style="color: red;"><b>Note for 9th graders entering 2020-21:</b> For students who took a Social Studies course in middle school, it <b>WILL</b> count towards one of these graduation requirements since the standards have been delayed in adoption.</p>
<b>Health &amp; PE</b>	1	<input type="checkbox"/> Healthful Living / ___ <span style="margin-left: 100px;"><b>CPR certification</b> Date Passed ___</span>	
<b>2 Elective Credits Required</b> Any combination of Arts, CTE, or World Language (World Language not required for high school graduation;	2	<b>Arts:</b> <input type="checkbox"/> _____ / ___ <span style="margin-left: 100px;"><b>World Language:</b> <input type="checkbox"/> _____ / ___</span> <input type="checkbox"/> _____ / ___ <span style="margin-left: 100px;"><input type="checkbox"/> _____ / ___</span> <b>CTE:</b> <input type="checkbox"/> _____ / ___ <input type="checkbox"/> _____ / ___	*Two years of the same world language may be required for admission to a 4-year college.)
<b>Elective Concentration</b> ___ Arts ___ CTE ___ English ___ Health/PE ___ JROTC ___ Science ___ Mathematics ___ Social Studies ___ World Language	4	<input type="checkbox"/> _____ / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span> <input type="checkbox"/> _____ / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span> <i>Students may repeat Arts courses within a proficiency level for credit.</i>	<b>**The Elective Concentration is a DPS Expectation**</b>
<b>General Electives</b>	4	<input type="checkbox"/> _____ / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span> <input type="checkbox"/> _____ / ___ <span style="margin-left: 200px;"><input type="checkbox"/> _____ / ___</span>	<b>**DPS Requirement**</b> (2 credits at DSA and SCS)
<b>TOTAL CREDITS</b>	26'	<b># MS Credits earned:</b> _____ <b># HS Credits earned:</b> _____ <b># Credits in progress:</b> _____ <b># Total credits possible if all courses in progress are passed</b> _____ (*DSA and SCS only require 24 credits to graduate)	<b># Credits still needed:</b> _____ Credits still needed include the above in-progress courses, plus any additional credits to equal 26 (or 24 for DSA or SCS).

# North Carolina Testing Requirements

High school students must take all end-of-course (EOC) tests, Career & Technical Education state post-assessments, and other tests as required by the State Board of Education. The results of EOC and CTE Post-Assessment exams will count as 20% of a student's final grade in each high school course for which there is an EOC test or CTE Post-Assessment. This requirement does not apply to EOC tests for students following the Occupational Course of Study.

## 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.

From Grade → To Grade	Credits Needed	Credits Needed (DSA and SCS)
9 → 10	6	5
10 → 11	12	10
11 → 12	18	17
Graduate	26	24

## Graduation Requirements

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study unless they are approved for the Future-Ready Occupational Course of Study. A listing of the requirements for the Future-Ready Core Course of Study is available in the Student Services office of each middle and high school and posted on the school system website. Future-Ready Core students who entered high school prior to 2022 must earn a total of 26 units to graduate. At Durham School of the Arts and The School for Creative Studies, students must earn a total of 24 units.

**Accelerated Pathway for Early Graduation:** Students who enter high school after 2023 and beyond may elect to pursue the accelerated pathway to early graduation in three years. Students choosing to be part of an accelerated pathway must have an accelerated learning plan that both the student and parent/guardian will agree to before Grade 9. Students may withdraw from this pathway prior to completion with written communication to the school (principal and school counselor) from the parent and student. Students who attend City of Medicine Academy, Durham School of Technology, JD Clement Early College, and Middle College High School will not have the option to be on an accelerated path for graduation in three years, as the goal of these schools is to obtain a college certificate/credential/degree in addition to a high school diploma in four or five years. Students must also meet the other requirements for high school graduation as outlined in State Board of Education policy GRAD-009, including arts content and CPR. Click [here](#) to see the recommended course progression.

### STEP 3: Be sure you understand your options for rigorous courses.

Courses can be offered on academic, honors, or Advanced Placement levels. DPS has created the [Family Guide to Equitable Course Selection](#) to help you determine which course is right for you. As a general guideline, DPS encourages you to take the most challenging courses and levels that you can successfully complete. You and your parent/guardian should 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 review your progress towards graduation and determine which course selections will help you meet your post-secondary goals.

### STEP 5: Complete your school's registration process by the due date.

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 course selections and/or 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 levels match your interests and post-secondary goals.

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

Schools must honor these requests from **seniors**:

- Requests for courses you need for graduation and post-secondary options
- 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

## **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 Academic 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
- A fourth mathematics course that has MATH III as a prerequisite
- A Chemistry or Physics course (to meet the physical science requirement)
- Two consecutive credits of the same World Language
- Earn an overall four-year weighted grade point average of 2.5
- Earn at least the benchmark reading score established by a nationally norm-referenced college admissions test (currently ACT= 22 and SAT = 480)

### **College Endorsement**

Students who wish to earn the College 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.
- Earn at least the benchmark reading score established by a nationally norm-referenced college admissions test (currently ACT= 22 and SAT = 480)

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.

### **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.
- Earn at least the benchmark reading score established by a nationally norm-referenced college admissions test (currently ACT= 22 and SAT = 480)

## **The University of North Carolina System 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 required by most

\*There are also minimum GPA and SAT/ACT score requirements

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 credit
- Opportunity to enroll in courses not offered in your high school

Durham Public Schools partners with North Carolina Virtual (NCV), Edmentum’s EdOptions Academy, and North Carolina School of Science and Mathematics (NCSSM) to provide eLearning opportunities. DPS also offers courses through Ignite Next, an extension

program of Ignite! Online Academy. Course offerings through Ignite! Next vary each semester and are based on high needs across the district.

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 and registration guidance. Students and families should read and discuss the [DPS eLearning Handbook](#) prior to beginning 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, [Triangle Ecycling](#), or [Kramden](#). For hotspots, talk to your school’s Tech Champion to put in a DPS IT Help Desk ticket.

## 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. Please note the following district guidelines:

- 1) Students may not withdraw from a college class once the class has begun for the semester without administrative approval.
- 2) Students who fail to maintain academic progress (2.5 or better GPA in their college courses over two semesters may be deselected from participation in the College and Career Promise Program.
- 3) Discipline decisions that affect attendance in college courses may result in program deselection.

Contact your school counselor or Career Development coordinator or go to: [www.durhamtech.edu/admissions/highschoolstudent.htm](http://www.durhamtech.edu/admissions/highschoolstudent.htm).

## NC School of Science and Mathematics

The [Open Enrollment program](#) allows NC Public high school students to take tuition-free, honors level and AP NCSSM courses via interactive video conferencing. These courses make it possible for students to take advanced courses in STEM and humanities subjects while remaining at their home schools. Contact your school counselor for more information.

# 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 scale applies to middle schools and high schools and changes the way letter grades are assigned. It also changes how grade point averages (GPAs) are calculated for high school students.

Letter Grade	Course Average	GPA for Academic Course	GPA for Honors Course	GPA for AP, IB, & Dual Enrollment Course
A	90% to 100%	4.0	4.5	5.0
B	80% to 89%	3.0	3.5	4.0
C	70% to 79%	2.0	2.5	3.0
D	60% to 69%	1.0	1.5	2.0
F	Less than 60%	0.0	0.0	0.0
WP	Withdraw, without Penalty			
WF	Withdraw, with Penalty			

A student’s grade point average (GPA) is calculated by adding all quality points earned while in high school (grades 9-12) and dividing them by the number of courses taken. The weighted GPA includes any additional quality points earned by taking Honors/AP/IB/Dual Enrollment courses, while the unweighted GPA does not include any additional quality points. Courses that are assigned Ps and credits earned via Credit by Demonstrated Mastery (CDM) do not count towards the overall GPA. Students who have questions about how their GPA is calculated should meet with their school counselor.

## Credit by Demonstrated Mastery (CDM)

### 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 counselor 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 Schools' [Acceptable Use Policy](#) for computers and electronic media.

## Monitor your child's academic progress

- Use the [PowerSchool Parent Portal](#) to keep track of your child's grades and attendance.
- Help your child learn to monitor PowerSchool to check for missing and late assignments.

## Transfer Credit

Students transferring into a DPS high school from another school (public or private, a home school\*\*, or an alternative school) may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from a DPS school to another DPS school will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors, IB, CCP, and AP by the sending school.

Students transferring from another public-school system or from a public charter school into DPS will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors, CCP, IB, or AP only if comparable courses are designated Honors or AP in the North Carolina Course Code Manual that was in effect for the year the courses were taken.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the North Carolina Course Code Manual that was in effect the year the courses were taken.

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

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

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

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



\*\*Because of Middle College High School's unique program structure, where students join in the 11th and 12th grades, those in this category require numerical grades included in the DPS transcript. These grades factor into GPA and class rank calculations, ensuring fairness and preventing any undue advantage over other DPS students for class rank and awards.

## Transcripts

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

Currently enrolled high school students are provided access to official transcripts at no charge. After receiving written permission from the parent for students under the age of 18, these transcripts will be sent to any college, university, or organization requested.

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

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

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

## 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. Essential information about content areas is outlined at the beginning of each section.

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

## Advanced Placement / AP Courses

Advanced Placement is a program run by the College Board that provides students multiple high school courses that can earn college credit and/or qualify them for more advanced classes in college. AP courses are designed to give the experience of an intro-level college class blending depth of content with academic skills for success. Students are expected to take the AP Exam as the culminating activity for AP courses per DPS Policy 3305.2. The North Carolina State Department of Public Instruction funds all AP exams for the courses in which each student is enrolled.

## Grade Replacement

In 2021, the DPS School Board amended policy 3420 to allow students to retake high school courses for the opportunity to earn a higher grade. Students are allowed to retake any course that is on the high school transcript for which they earn a "C" (79) and below. Any high school credit course that a student takes in middle school is also eligible for grade replacement. Students must retake the exact same course to qualify. The grade will only be replaced if the second attempt is higher than the original grade. Students should see their school counselor or administrator for more information.

## Drivers Education

Drivers Education is offered through a private contractor during after-school hours, holidays, and summer months. Enrollment information is available from site coordinators and post of each high school's [website](#).

## NCAA Eligibility Requirements

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and Division II institutions. Students who intend to participate with or without a scholarship as a first-year student in college must register with and be certified as eligible by the NCAA Eligibility Center. Please note that initial eligibility certification pertains only to NCAA requirements for participation in Division I or II athletics and has no bearing on admission to a particular Division I or II institution. Please note the following:

- It is best to register at the beginning of your sophomore year.
- Register online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). For Division III, contact your Division III college regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements and current NCAA approved course lists, go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



The mission of the Holton Career and Resource Center is to provide rigorous Barbering and Cosmetic Arts instruction for career focused students. This includes theoretical and practical knowledge necessary for success in a globally advanced and competitive workplace. Career opportunities include:

- Barber Stylist
- Business Owner
- Educator
- Hair color Specialist
- Makeup Artist
- Nail Technician
- Salon Manager
- Salon Owner
- Salon Stylist
- State Board Inspector
- Wig or Extensions Specialist

Transportation is provided by DPS schools. Contact your school counselor for more information.

## Hillside High School International Baccalaureate Programme

Hillside High School International Baccalaureate Programme											
Preferred Prerequisites & IB Courses by Grade											
MYP Subject Groups	Language & Literature	Language Acquisition			Individuals & Societies	Sciences	Mathematics		Arts	Design or Elective	Physical and Health Education
Grade 9 (Year 4 of MYP)	English 1 MYP	Spanish 1 or 2	French 1 or 2	Mandarin 1 or 2	Economics & Personal Finance Honors	Earth/Environmental Science MYP or Biology MYP	NC Math 1 MYP and/or NC Math 2 MYP	NC Math 3 MYP	Select ONE beginning level course: Band, Photography, Theater Arts, Vocal Music, or Visual Arts	<i>Your choice of elective, level 2 of Mathematics, or Level 3 of Language Acquisition (varies)</i>	Health & PE
Grade 10 (Year 5 of MYP)	English 2 MYP	Spanish 2 & 3 MYP	French 2 & 3 MYP	Mandarin 2 & 3 MYP	Civic Literacy Honors or AP Government & Politics	Biology 1 MYP and/or Chemistry 1 MYP **	NC Math 3 MYP	Pre-Calculus	<i>Your choice of elective or Level 3 of Language Acquisition (varies)</i>	Select ONE of these Design options: a) AOT Fundamentals, b) AOT Prerequisite, c) Interior Design, d) Python Programming 1, e) Drone Technology, or f) Digital Design & Animation ***	
Diploma Subject Groups	Group 1 HL	Group 2 SL			Group 3 HL	Group 4 SL/HL	Group 5 SL		Group 6 SL/HL	DP Core	Elective
Grade 11 (DP Year 1)	IB English A Literature HL 11	IB Spanish SL 11 & IB Spanish SL 12	IB French SL 11 & IB French SL 12	IB Mandarin SL 11 & IB Mandarin SL 12	IB History SL		IB Mathematics: Applications & Interpretations (AI) SL 11 & IB Math AI 12	IB Mathematics: Analysis & Approaches (AA) SL 11 & IB Math AA 12		Theory of Knowledge (TOK)	Elective
Grade 12 (DP Year 2)	IB English A Literature HL 12				IB History of Americas HL	IB Biology SL 11 & IB Biology SL 12		IB Chemistry SL 11 & IB Chemistry SL 12	IB Psychology HL 11 & IB Psychology HL 12	Theory of Knowledge (TOK) & Extended Essay	Elective
						IB Environmental Systems & AP Environmental Science			IB Geography HL 11 & IB Geography HL 12		

HL = Higher Level

SL = Standard Level

9/1/2023



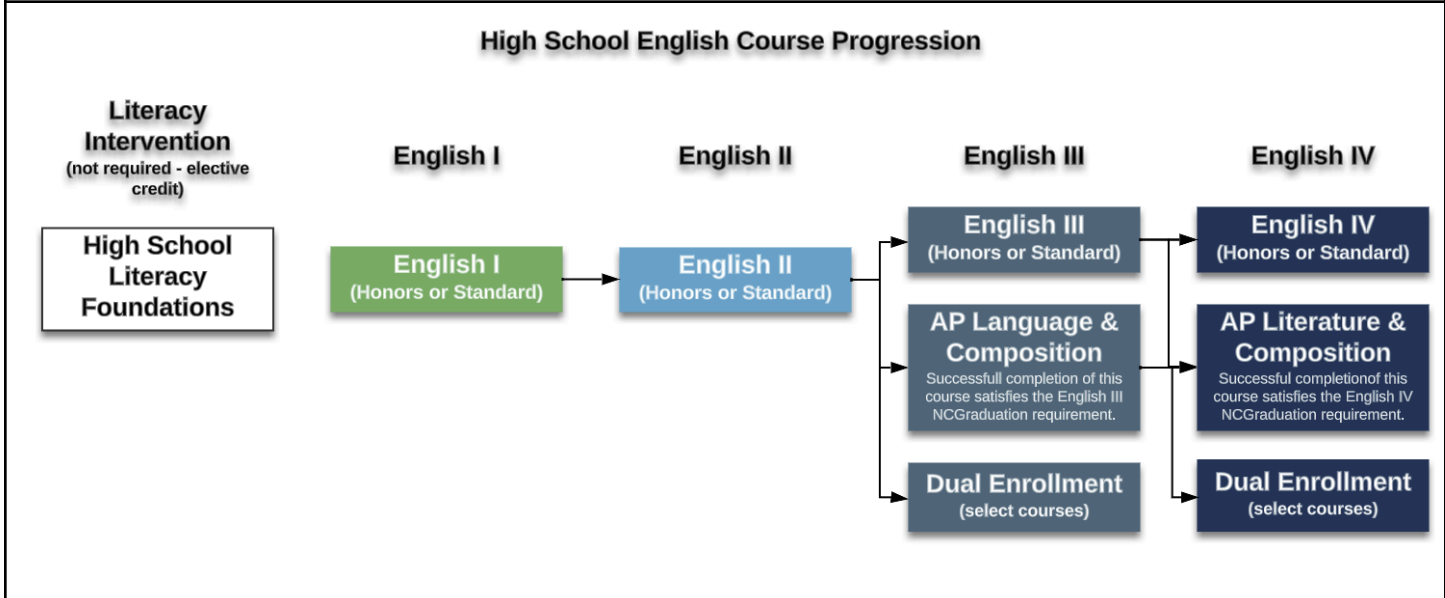
**School-specific Course Offerings**

See each school's registration process for school-specific courses.

# Course Offerings

<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Students earn 1 unit of credit for English I, II, III, IV.</li> <li>• Students are required to complete English I, II, III, and IV for graduation.</li> <li>• High School Literacy Foundations is a credit bearing English elective course.</li> <li>• All courses use the North Carolina State Standard for English.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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<p><b>English Course Sequence</b></p> <ul style="list-style-type: none"> <li>• Students may move from Standard to Honors to AP level courses as their needs and post-secondary goals change.</li> <li>• The <a href="#">DPS Family Guide for Equitable Placement</a> offers detailed information about placement in Honors and AP courses.</li> </ul>
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## Required English Courses

### English I (10212) Honors English I (10215)

*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 global cultures, diverse identities, 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 to read and understand increasingly complex texts at the upper end of the ninth grade reading range.

## **English II (10222)**

### **Honors English II (10225)**

*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 varied communities and identities. 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 (10232)**

### **Honors English III (10235)**

*Prerequisite: English II*

English III students will study literature; historical documents; informational texts; poetry; drama; biographical works; and art to deepen their understanding of the intertwined influences of history, literature, and culture. Students will read and write to interrogate both classic and contemporary texts for their treatment of individuals, peoples, power, and identity. Students will build 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. *\*AP Language & Composition may also be used to fulfill the English III graduation requirement.*

## **Advanced Placement Language & Composition English III (1A007)**

*Prerequisite: English II*

*Successful completion of this course satisfies the English III NC Graduation requirement.*

This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students will read classic and contemporary texts for rhetorical analysis discussions and essays. Students are expected to take the AP exam in May.

## **English IV (10242)**

### **Honors English IV (10245)**

*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 people, communities, and cultures around the globe. By exploring works of colonized peoples and colonizers through critical discourse analysis, students 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.

## **Advanced Placement Literature & Composition English IV (1A017)**

*Prerequisite: English III*

*Successful completion of this course satisfies the English IV NC Graduation requirement.*

This intensive, college-level course emphasizes critical reading and the analysis of literature. Students will read classic and contemporary texts for critical literary analysis discussions and essays. Students are expected to take the AP exam in May. *\*AP Literature & Composition may also be used to fulfill the English IV graduation requirement.*

## **English Elective Courses\***

**\*Elective offerings may vary by school.**

### **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.

### **Latinx Lit**

*Prerequisite: English I*

This course explores the major characteristics of Latinx culture through literary works exclusively by Latinx authors. Through the literature, students will examine how the constructs of race, class, and gender influence self-identity as well as social behavior within and outside the Latinx culture.

### **Public Speaking I (10142)**

### **Public Speaking I Honors (10145)**

*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 (10152)**

### **Public Speaking II Honors (10155)**

*Prerequisite: English I, Public Speaking I*

This course continues 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 I**

### **Creative Writing I Honors**

*Prerequisite: English I*

### **Creative Writing II**

### **Creative Writing II Honors**

*Prerequisite: Creative Writing I*

### **Creative Writing III**

### **Creative Writing III Honors**

*Prerequisite: Creative Writing II*

### **Creative Writing IV**

### **Creative Writing IV Honors**

*Prerequisite: Creative Writing III*

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 Honors**

*Prerequisite: English II*

### **Writing the Critical Literary Analysis IV Honors**

*Prerequisite: English III*

These intensive writing seminars are designed for students who wish to extend and deepen their capacity to write critical literary analysis essays for AP Language & Composition and/or AP Literature & Composition. Students will practice critical analysis by writing essays from selected texts and by responding to document-based questions. Level III 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.

### **African American Literature**

### **African American Literature Honors**

*Prerequisite: English I and II*

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

### **African American Literature Seminar**

### **African American Literature Seminar Honors**

*Prerequisite: English I and II*

This course engages students in scholarly discussions that encourage students to spend extended time analyzing and synthesizing the impact of African American literary works on culture, history, and contemporary issues.

### **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.

### **Yearbook Journalism I (10312)**

### **Yearbook Journalism I Honors(10315)**

*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 vendor software program for layout.

**Yearbook Journalism II (10322)**

**Yearbook Journalism II Honors (10325)**

*Prerequisites: Yearbook Journalism I*

**Yearbook Journalism III (10332)**

*Prerequisites: Yearbook Journalism II*

**Yearbook Journalism IV (10342)**

*Prerequisites: Yearbook Journalism 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.

**Yearbook Journalism III Honors (10335)**

**Yearbook Journalism IV Honors (10345)**

*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.

**Newspaper Journalism I (10312)**

**Newspaper Journalism I Honors (10315)**

*Prerequisite: English 1*

This course introduces 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.

**Newspaper Journalism II (10322)**

**Newspaper Journalism II Honors (10325)**

**Newspaper Journalism III (10332)**

**Newspaper Journalism IV (10342)**

*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.

**Newspaper Journalism III Honors(10335)**

**Newspaper Journalism IV Honors (10345)**

*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.

**MATHEMATICS**

- 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 manage greater complexity and apply mathematics concepts more deeply than in standard-level courses, thus 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 graphing technology. Students should have online access to graphing technology via <https://www.desmos.com/testing/northcarolina/graphing>.
- Students can expect a deliberate focus on the mathematical practices to facilitate their learning of rigorous content:
  1. make sense of problems and persevere in solving them
  2. reason abstractly and quantitatively

	<ol style="list-style-type: none"> <li>3. construct viable arguments and critique the reasoning of others</li> <li>4. model with mathematics</li> <li>5. use appropriate tools strategically</li> <li>6. attend to precision</li> <li>7. look for and make use of structure</li> <li>8. look for and express regularity in repeated reasoning.</li> </ol>
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**Advanced Courses in Mathematics Legislation; NCGS § 115C-81.36**

North Carolina G.S. 115C-81.36 directs that all local education agencies provide:

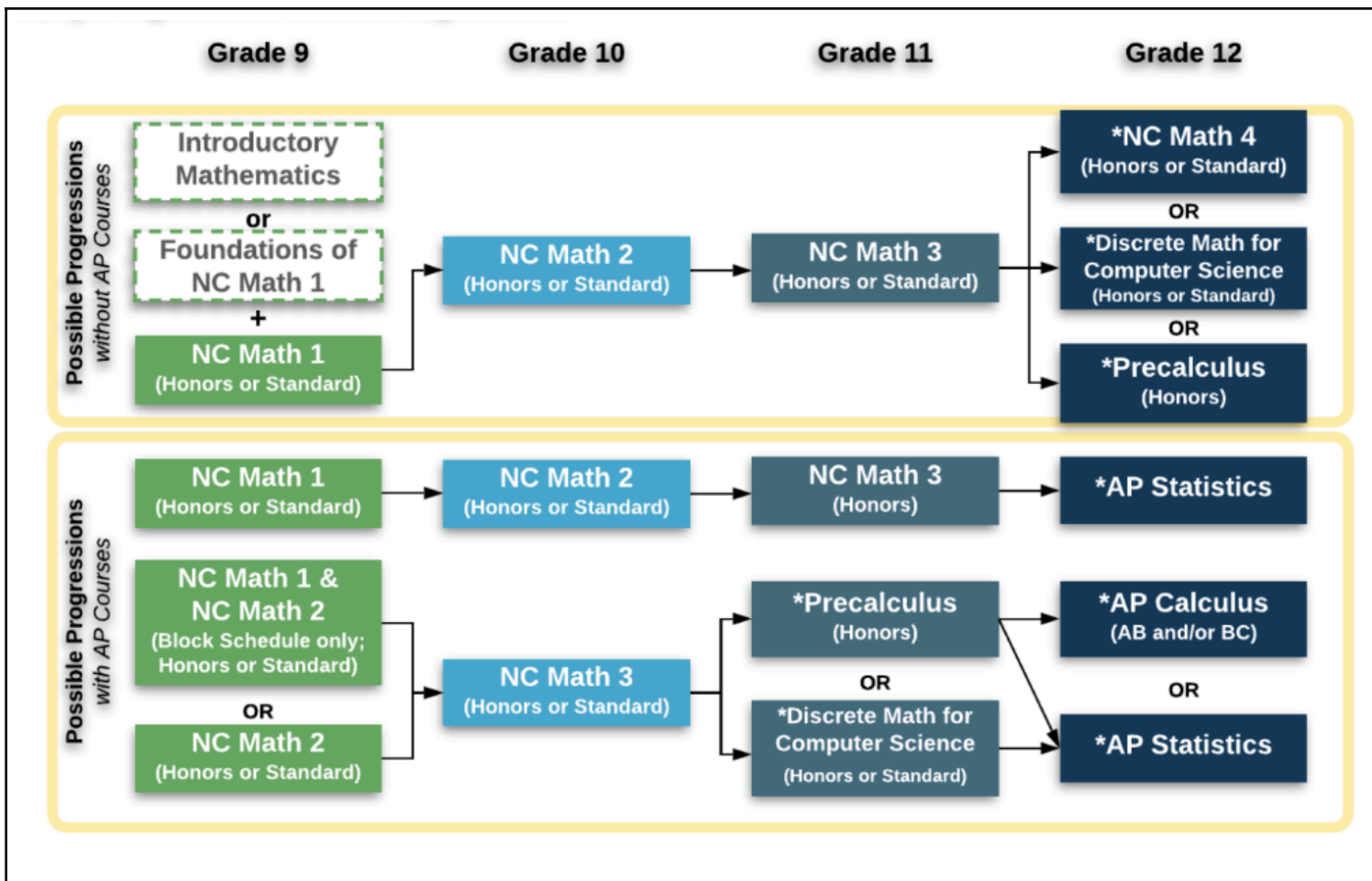
- advanced math services for any student in grades 3 – 5 who scored at the highest level (Score of 5) on the end-of-grade test in mathematics
- any student scoring at the highest level (Score of 5) on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled.

The legislation also stipulates that "No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test." (G.S. 115C-81.36 (b))."

**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.
- [DPS Family Guide for Equitable Placement](#)

OCS	Course 1	Course 2	Course 3
		Introduction to Mathematics	Math 1
<b>Standard Course of Study</b>			



### Introductory Mathematics (20202)

*Prerequisite: None*

Recommended for some students prior, but in the same school year as, to NC Math 1. Students learn basic skills and concepts that are prerequisites for success in high school mathematics, such as basic statistics, computation, and algebraic manipulation. Instruction is provided in building fluency and mathematical representations such as graphing.

### Foundations of Math 1 (20902)

*Prerequisite: None*

Recommended for some students prior, but in the same school year as, to NC Math 1. Students will accelerate their learning of mathematics concepts that are addressed in NC Math 1 by previewing content with more time to support student success.

### NC Math 1 (21092)

#### Honors Math 1 (21095)

*Prerequisite: None*

This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. Students will deepen and extend their understanding of linear relationships, by contrasting them with exponential and quadratic relationships, and 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, such as 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 1.

### Foundations of Math 2 (20912)

*Prerequisite: NC Math 1*

Recommended for some students prior, but in the same school year as, to NC Math 2. Students will preview key NC Math 2 topics while reinforcing proficiency of NC Math 1 concepts.

## **NC Math 2 (22092)**

### **Honors NC Math 2 (22095)**

*Prerequisite: NC Math 1/Honors 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 as a continuing study from NC Math 1. 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, such as calculators, will be used regularly for instruction and assessment.

## **NC Math 3 (23092)**

### **Honors NC Math 3 (23095)**

*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, such as 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.

## **NC Math 4 (24092)**

### **Honors NC Math 4 (24095)**

*Prerequisite: NC Math 3/Honors NC Math 3*

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

## **Discrete Mathematics for Computer Science (24012)**

### **Honors Discrete Mathematics for Computer Science (24015)**

*Prerequisite: NC Math 3/Honors NC Math 3*

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

## **AP Precalculus (2A047)**

**Honors Precalculus (24035)** *Prerequisite: NC Math 3/Honors NC Math 3 (Precalculus is only offered as an AP or honors level course)*

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students now have the option to take this course at the AP level, and both honors and AP students might be scheduled in the same class. Students will be prepared for Calculus, AP Calculus, and any entry-level college course.

## **Advanced Placement Calculus AB (2A007)**

*Prerequisite: Honors Precalculus*

*Successful completion of this course satisfies the 4th level math NC Graduation requirement.*

(It is recommended that students who enroll in this course have completed or are enrolled in Physics and earned at least a C average in Pre-Calculus). This course emphasizes introductory calculus with elementary functions. Topics include properties of functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral.

**Note:** Students in this course are expected to take the AP exam in May.

## **Advanced Placement Calculus BC (2A017)**

*Prerequisite: Honors Precalculus*

*Successful completion of this course satisfies the 4th level math NC Graduation requirement.*

(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 Statistics (2A037)**

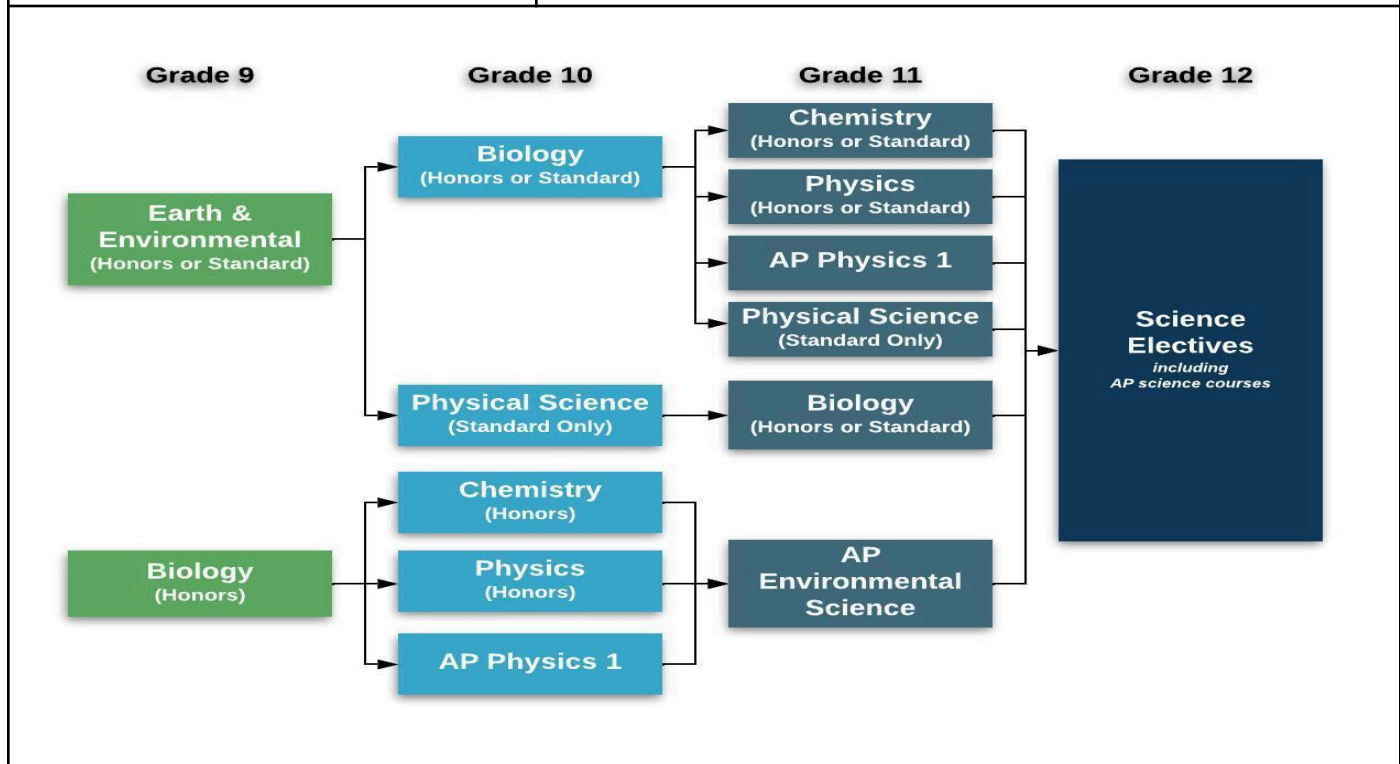
*Prerequisite: NC Math 3/Honors NC Math 3*

*Successful completion of this course satisfies the 4th level math NC Graduation requirement.*

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departure from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.

**Note:** Students in this course are expected to take the AP exam in May.

<p><b>SCIENCE</b></p>	<p>Students earn 1 unit of credit for each successfully completed course.</p> <p>All courses use the NC Standard Course of Study.</p> <p>Biology must be completed by the end of the 11th grade year.</p> <p>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.</p> <p>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.</p> <p><a href="#">DPS Parent Guide to Equitable Placement Secondary Core Subjects</a></p>
<p><b>Possible Science Course Sequences</b></p>	<p>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.</p>



## Required Science Courses

### Earth & Environmental Science (35012)

#### Honors Earth & Environmental Science (35015) *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.

*\*AP Environmental Science may also be used to fulfill the environmental science graduation requirement.*

### Biology (33202)

#### Honors Biology (33205)

*9th-11th graders only*

*Prerequisite: Honors level students in 9th grade should have met the criteria as outlined in the [DPS Family Guide for Equitable Placement](#)*

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 (34102)

*All students are eligible for this course*

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. *This course is not available at the honors level.*

### Chemistry (34202)

#### Honors Chemistry (34205)

*Prerequisites: None*

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 (34302)

#### Honors Physics (34305)

*Prerequisite: None*

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.

*\*AP Physics 1 may also be used to fulfill the physical science graduation requirement*

## Elective Biology Courses

***\*Elective offerings may vary by school.***

### Intro to Biology (30202)

*Prerequisite: None*

Recommended for some students prior, but in the same school year as, to Biology. Students learn basic skills and concepts that are prerequisite for success in high school biology.

### Honors Biology II (33215)

*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 (3A007)

*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. The 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.

### Anatomy and Physiology (33302)

## **Honors Anatomy and Physiology (33305)**

*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 may participate in animal dissections as part of this course. 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.

## **Contemporary Science Methods (30202)**

*Prerequisites: None*

This course is intended for students interested in learning about current topics in science as well as the practices and skills that are used by scientists. Throughout the course, students will practice scientific skills, including designing and conducting experiments, analyzing data, graphical analysis, and critical thinking. Students will engage with guest speakers, research different science careers, participate in group discussions, debates about current scientific topics, and research projects. The course is designed to support future coursework in science, as well as preparation for the science section of the ACT.

## **Forensic Science (30202)**

### **Honors Forensic Science (30202)**

*Prerequisites: Biology*

Forensic science is the application of scientific methods to criminal investigations and the criminal 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. The course will also include an overview of forensic anthropology, documentation analysis, forensic psychology, and other crime and lab detection methods.

## **Introduction to Human Anatomy (30202)**

*Prerequisites: None*

This class offers an introduction to the structure of the human body and how these structures work together to allow us to live. This course will help students understand their own biological systems, with a focus on improving health outcomes. Topics include a closer look at the cells, tissues, and organs of the following body systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, circulatory, digestive, respiratory, urinary, and reproductive.

## **Honors Molecular & Microbiology (30202)**

*Prerequisites: Biology and Chemistry*

This course is an advanced inquiry-based science elective including an in-depth and lab-focused review of molecular biology and microbiology principles beyond the scope of Biology I. Topics include DNA, protein synthesis, genetics, microscopy, disease, and biotechnology.

## **Marine Science (35352)**

### **Honors Marine Science (35355)**

*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**

**\*Elective offerings may vary by school.**

### **Honors Physics II (34315)**

*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 (3A057)**

*Prerequisite: NC Math 3 (or concurrent)*

*Successful completion of this course satisfies the physical science graduation requirement.*

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 (3A067) Prerequisites: Physics and NC Math 3 (or concurrent)**

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 (3A047)**

*Prerequisites: Calculus (or concurrent enrollment)*

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.

### **Advanced Placement Physics C Electricity and Magnetism (3A037)**

*Prerequisites: Calculus (or concurrent enrollment)*

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.

### **Chemistry II (34212)**

#### **Honors Chemistry II (34215)**

*Prerequisite: Chemistry*

Modeled after first-year 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 (3A017)**

*Prerequisite: Chemistry and NC Math 3 (or concurrent)*

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**

**\*Elective offerings may vary by school.**

#### **Advanced Placement Environmental Science (3A027)**

*Prerequisites: Biology, Chemistry or Physics, and NC Math 1*

*Successful completion of this course satisfies the environmental science graduation requirement.*

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 (35402)**

#### **Honors Astronomy (35405)**

*Prerequisite: None*

This course provides laboratory experiences and several 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.

### **Meteorology (30202)**

#### **Honors Meteorology (30202)**

*Prerequisite: None*

This course offers an in-depth study of Earth's atmosphere, including its composition, structure, and the interaction of forces that create weather. Students will also investigate air quality, pollution, and climate change. The analysis of real-time weather data from both the internet and a digital weather station located on campus will support instruction throughout the semester, as well as current local weather events.

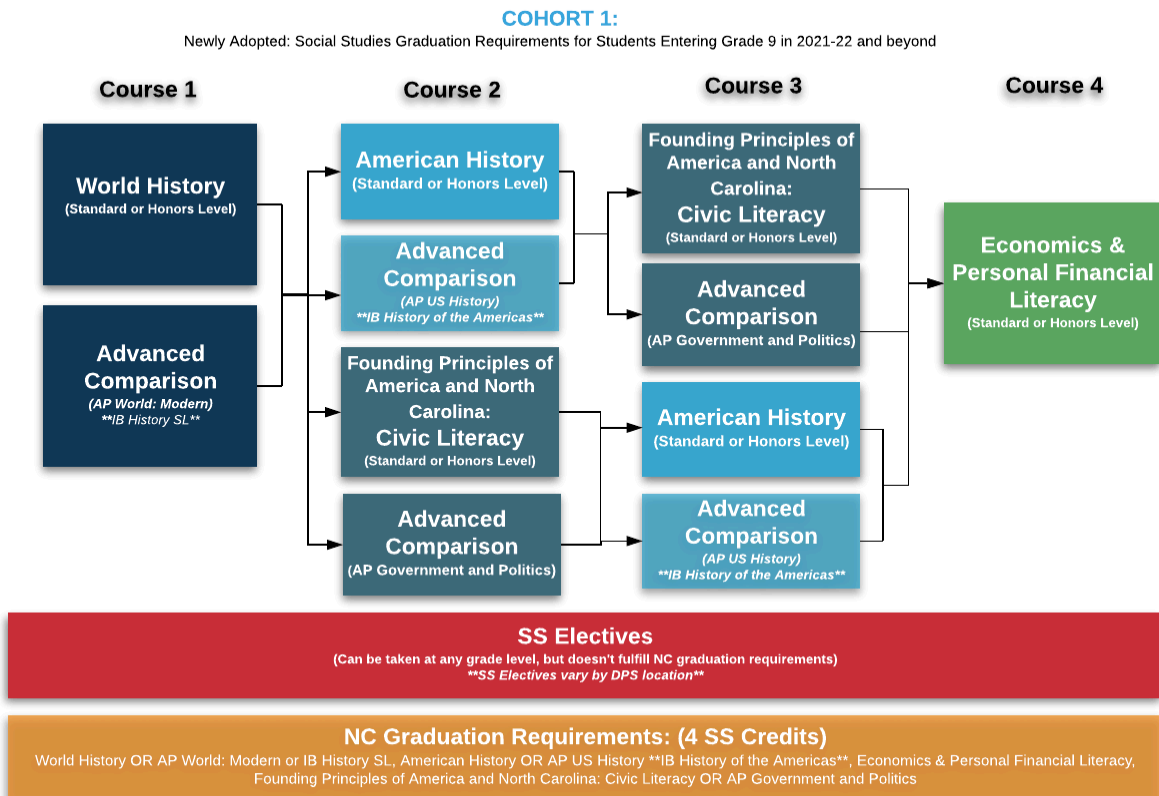
## SOCIAL STUDIES

- Students earn 1 unit of credit for each successfully completed course.
- Honors courses require students to demonstrate rigor, manage greater complexity, and apply social studies 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.

### COHORT 1: Newly Adopted: Social Studies Graduation Requirements for Students Entering Grade 9 in 2021-22 and beyond

Students are required to earn 4 credits in social studies.

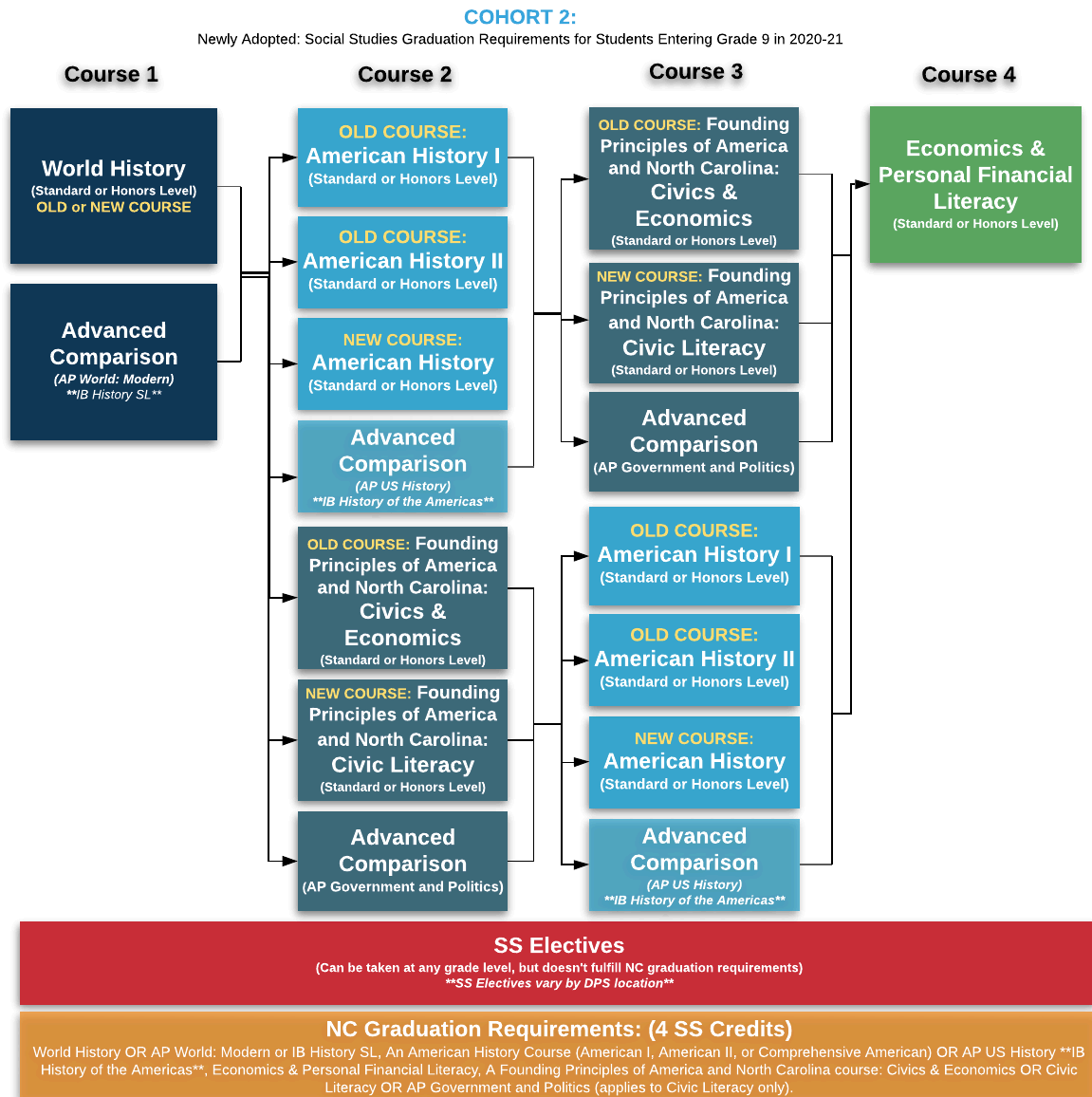
**Note:** For students who took a SS course in middle school not aligned to the new standards, those courses will **NOT** count towards one of these SS graduation requirements but will count for elective requirements.



## COHORT 2: Newly Adopted: Social Studies Graduation Requirements for Students Entering Grade 9 in 2020-21.

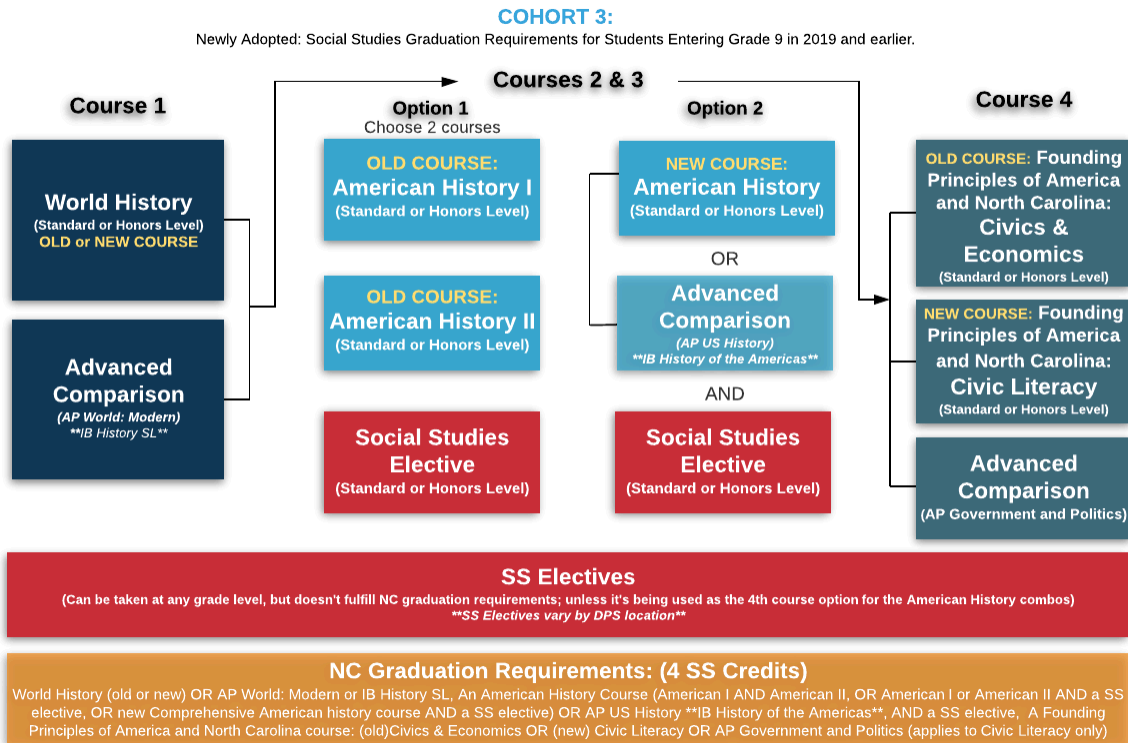
Students are required to earn 4 credits in social studies.

**Note:** For students who took a SS course in middle school, it **WILL** count towards one of these graduation requirements since the standards have been delayed in adoption.



**COHORT 3:** Newly Adopted: Social Studies Graduation Requirements for Students Entering Grade 9 in 2019 and earlier.

Students are required to earn 4 credits of social studies.

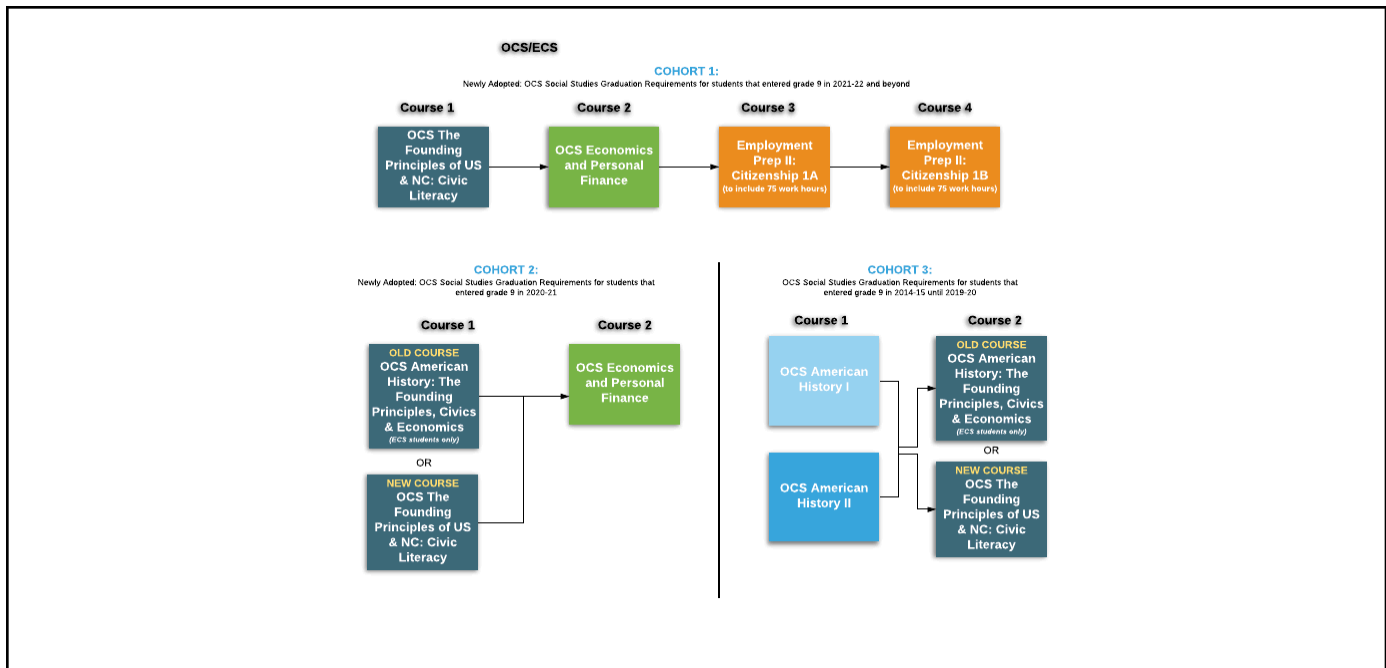


**OCS/ECS Social Studies Courses**

Students who entered high school in 2020 and earlier are required to earn 2 credits in social studies.

Students who entered high school in 2021 and later are required to earn 4 credits of social studies.





## Required Social Studies Courses

Refer to information provided above to determine which **FOUR** Social Studies Course(s) will meet graduation requirements based on high school grade level cohort. Please note, **NEW** indicates the Social Studies courses that were approved by NCSBE in 2021.

### **NEW** World History (43032)

### **NEW** Honors World History (43035)

*Prerequisite: None*

The course is intended to examine the historical development of the world and global issues and patterns since 1200. 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. *\*AP World: Modern may also be used to fulfill the world history graduation requirement.*

### **NEW** American History (43112)

### **NEW** Honors American History (43115)

*Prerequisite: None*

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). 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.

*\*AP United States History may also be used to fulfill the American history graduation requirement.*

### **NEW** Founding Principles of the United States of America and North Carolina: Civic Literacy (43182)

### **NEW** Honors Founding Principles of the United States of America and North Carolina: Civic Literacy (43185)

*Prerequisite: None*

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 N.C. and American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. *\*AP U.S. Government and Politics may also be used to fulfill the Founding Principles of the US and NC: Civic Literacy graduation requirement.*

### **NEW** Economics and Personal Finance (43192)

### **NEW** Honors Economics and Personal Finance (43195)

*Prerequisite: None*

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924.

## World History (43032)

## Honors World History (43035)



*Prerequisite: None*

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.

*\*AP World: Modern may also be used to fulfill the world history graduation requirement.*

### **American History I (43042)**

#### **Honors American History I (43045)**

*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. *\*AP United States History may also be used to fulfill the American history graduation requirement.*

### **American History II (43052)**

#### **Honors American History II (43055)**

*Prerequisites: World History*

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 the 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. *\*AP United States History may also be used to fulfill the American history graduation requirement.*

### **American History: The Founding Principles, Civics and Economics (42092)**

#### **Honors American History: The Founding Principles, Civics and Economics (42095)**

*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 microeconomics 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.

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## **Social Studies Electives**

**\*Elective offerings may vary by school.**

### **African American Studies (46012)**

#### **Honors African American Studies (46015)**

*Prerequisite: None*

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.

### **Latin American Studies (46032)**

#### **Honors Latin American Studies (46035)**

*Prerequisite: None*

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.

### **American Indian Studies (46022)**

#### **Honors American Indian Studies (46025)**

*Prerequisite: None*

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.

### **Holocaust Studies (Waiting for course code from DPI)**

**This course is a study of how and why the Holocaust happened. Students will gain a fundamental understanding of** geography, history, and political systems necessary to make informed choices on issues that affect individuals, communities, states, and nations. Other genocides will be studied as well.

## **International Relations**

### **Honors International Relations**

*Prerequisite: World History, American History*

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**

### **Honors Multicultural Studies**

*Prerequisite: American History preferred, but not required*

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 (44032)**

### **Honors Psychology (44035)**

*Prerequisite: Classification as a sophomore, junior, or senior*

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**

*Prerequisite: None*

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 (44002)**

### **Honors Sociology (44005)**

*Prerequisite: None*

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**

### **Honors 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 (43062)**

### **Honors Cold War (43065)**

*Prerequisite: None*

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 Global Geography (45052)**

### **Honors 21st Century Global Geography (45055)**

*Prerequisite: None*

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 (43082)**

#### **Honors 21st Century Civil Liberties (43085)**

*Prerequisite: None*

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 (43092)**

#### **Honors Turning Points in American History (43095)**

*Prerequisites: American History course*

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**

#### **Honors 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 first-year students. Our goal is to help first-year students feel welcomed into 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 first-year students throughout the semester. Social Studies Advanced Placement (Courses offered vary by location.)

### **Social Issues**

#### **Honors Social Issues**

*Prerequisites: None*

This course will address major historical societal issues that continue to plague American society into the 21<sup>st</sup> Century. These issues include criminal justice and incarceration, education financing & inequity, immigration and migrant resettlement, housing insecurity, and activism to promote positive change. Students will learn specific characteristics of each of the social structures, investigate patterns & trends throughout history as they relate to American society on a national and local level, and learn about activism and its role to promote positive societal changes.

### **Honors Women's Studies**

*Prerequisite: None*

This course will thematically look at the experiences, roles, concerns, leadership, and power of women throughout the United States culture over time. The standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student in this course will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural society that understands the historical experiences of women, implications of gender and intersectionality as concepts, and impacts of social movements advocating for a society allowing women to access the experience of full citizenship.

### **LEA Durham (48002X0LEA)**

*Prerequisite: None*

LEA Durham is a course on Leadership, Equity and Advocacy with a focus on serving the local Durham community. Students will complete thought provoking coursework on social justice topics, dive into conversations with their peers and community members, and advocate for change in their community by completing an action project. This course will be taught with an equity focused lens and will build students' capacities to advocate for causes that are meaningful and relevant to them.

### **Advanced Placement United States History (4A077)**

*Prerequisites: Successful completion of previous social studies course or teacher recommendation*

*Successful completion of this course satisfies the American History NC Graduation requirement.*

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.

### **Advanced Placement European History (4A017)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

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 (4A067)**

*Successful completion of previous social studies course or teacher recommendation*

*Successful completion of this course satisfies the Founding Principles of the United States of America and North Carolina: Civic Literacy NC Graduation requirement.*

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 (4A097)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

*Successful completion of this course satisfies the World History NC Graduation requirement.*

The purpose of the AP World History course is to develop a 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 beginning in the 2019-2020 school year, AP World History: Modern replaced the previous AP World History course.)

### **Advanced Placement Human Geography (4A027)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

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 (4A047)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

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 (4A037)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

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 (4A057)**

*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

This course is a 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.

### **Advanced Placement African American Studies (4A107)**

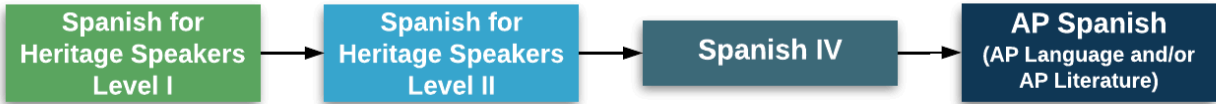
*Prerequisite: Successful completion of previous social studies course or teacher recommendation*

AP African American Studies offers an interdisciplinary approach, enabling students to delve into the rich tapestry of African American experiences through authentic sources. Topics covered span from ancient African civilizations to contemporary struggles and accomplishments. This course emphasizes the study of the diverse Black communities in the United States within the global context of Africa and the African diaspora.

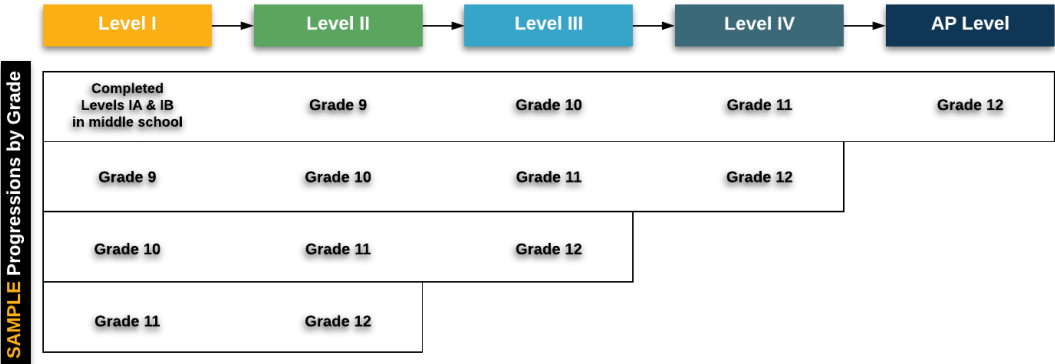
<b>WORLD LANGUAGES</b>	<ul style="list-style-type: none"> <li>• Students earn 1 unit of credit for each successfully completed course.</li> <li>• All courses use the NC Essential Standards, which are based on the <a href="#">ACTFL</a> proficiency guidelines.</li> <li>• Level I and II are standard courses.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Please see the <a href="#">DPS Family Guide for Equitable Placement</a> for assistance in choosing the appropriate course(s).</p>
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Modern World Languages Instruction	Modern World Languages Offerings <i>*Courses may vary by school.</i>			Prerequisites
	<p>Effective instruction in modern world languages requires that teachers and their students use the target language as exclusively as possible.</p> <p>Students at all levels should be aware that their teachers will speak the target language about 90% of the time, focusing on interpersonal and interpretive communication and proficiency in the target language.</p> <p>Teachers have many strategies to help students adjust to having 90% of their instruction given in the target language.</p>	French I	Spanish I	Chinese I
French II		Spanish II	Chinese II	Modern World Language I
Honors French III		Honors Spanish III	Honors Chinese III	Modern World Language II
Honors French IV		Honors Spanish IV	Honors Chinese IV	Modern World Language III
AP French Language		AP Spanish Language		Modern World Language IV
		AP Spanish Literature		Modern World Language IV

**Spanish as a Heritage Language for Native Spanish Speakers**



**High School Credit Course Progression**



### **Level I: Modern World Languages Courses (French I 11012, Spanish I 11412, Chinese I 11212)**

*Prerequisite: Students enrolled in this course should have passed English/ELA with a "C" or above*

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 & 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 place out of. . Students must take district common assessments and will receive 1 HS credit, pending assessment results.

### **Level II: Modern World Languages Courses (French II 11022X0, Spanish II 11422, Chinese II 11222)**

*Prerequisite: Level I or Proficiency Assessment Results*

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 & 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.

### **Level III (Honors): Modern World Languages Courses (French III 11035, Spanish III 11435, Chinese III 11235)**

*Prerequisite: Level II or Proficiency Assessment Results*

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.

### **Level IV (Honors): Modern World Languages Courses (French IV 1104, Spanish IV 11445, Chinese IV 11245)**

*Prerequisite: Level III or Proficiency Assessment Results*

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.

### **AP: Modern World Languages Courses (AP French 1A037, AP Spanish Lang. & Culture 1A087, AP Spanish Lit. & Culture 1A097, AP Chinese 1A027)**

*Prerequisite: Level IV or Proficiency Assessment Results*

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**

*\*Courses may vary by school.*

### **Latin I (12412)**

*Prerequisite: Students enrolled in this course should have passed English/ELA with a "C" or above*

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 (12422)**

*Prerequisite: Latin I or Proficiency Assessment Results*

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 at the Novice Mid & High levels of language proficiency according to the North Carolina World Language Essential Standards.

**Honors Latin III (12435)**

*Prerequisite: Latin II or Proficiency Assessment Results*

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 Essential Standards.

**Honors Latin IV (12445)**

*Prerequisite: Honors Latin III or Proficiency Assessment Results*

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 (12455)**

*Prerequisite: Honors Latin IV or Proficiency Assessment Results*

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 (1A077)**

*Prerequisite: Latin III or Proficiency Assessment Results 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 Essential Standards. It is recommended that students enrolled in this course pass level IV with a "C" or above.

**American Sign Language I (12812)**

*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 (12822)**

*Prerequisite: ASL I or Proficiency Assessment Results*

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 at the Novice High level of language proficiency according to the North Carolina World Language Essential Standards.

**Honors American Sign Language III (12835)**

*Prerequisite: ASL II or Proficiency Assessment Results*

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 (12845)**

*Prerequisite: ASL III or Proficiency Assessment Results*

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 (11492)**

*Prerequisite: Proficiency Assessment Results of Heritage/Native oral proficiency in Spanish*

This course is designed specifically for native/heritage and/or near native/heritage speakers of Spanish who already have substantial oral language proficiency and who need literacy focus in the language. 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. Students will learn on the Intermediate Low and Intermediate Mid-levels of language proficiency according to the North Carolina World Language Essential Standards.

### **Honors Spanish for Heritage Speakers II (11505)**

*Prerequisite: Proficiency Assessment Results of Heritage/Native oral proficiency in Spanish*

This course is designed specifically for native/heritage and/or near native/heritage speakers of Spanish who have proficient 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 at 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 proficient 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 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.

### **Latin American Literature (Spanish Heritage Speakers)**

*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 proficient reading and writing skills in Spanish as well as substantial oral proficiency. This course is taught entirely in Spanish and students will learn on the Intermediate Mid and Intermediate High levels of language proficiency according to the North Carolina World Language Essential Standards.

In Latin American Literature, students will learn to analyze and discuss the historical and social factors that contributed to the writing of the presented texts. Students will compare the historical and cultural factors that created these texts with their own social and cultural context and learn to make connections between the literary texts they are reading and non-literary texts (film, television, music, visual art). Students will develop written and spoken arguments informed by their literary analysis. Further development of language skills (written conventions, speaking registers) and vocabulary through their continual exposure to formal, sophisticated texts will be a focus with engagement in seminar-based discussions about the literature and learn to more fully and clearly develop their ideas by communicating with and responding to their classmates. Students will learn to cultivate their narrative voice as they use the texts as models for their own creative writing.

## **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 prohibits 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 weightlifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gain 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 weightlifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gain 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 at 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.

<b>ARTS EDUCATION</b>	<p>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</p> <p>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.</p>
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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 Advanced 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.

### **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 (Advanced) [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 Courses

*Special Notes for Performing Arts Students:*

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 a competition and/or for a showcase. Students function as a performance and production ensemble.

**Theater 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. Sometime 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 techniques, 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 focuses 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.

## **General Music**

**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 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.

**Orchestra**

**Orchestra (Beginning) 5240**

Beginning Orchestra is for any student who wishes to learn a stringed instrument for the first time. Students may choose from Violin, Viola, Cello, or Bass. Each student will communicate with the director on acquiring an instrument. In this class, students will work on fundamental skills of reading, notating, listening to and playing music.

**Orchestra (Intermediate) 5241**

Intermediate Orchestra is for any student with at least 1-2 years of orchestral experience on a string instrument. During this class, students will further their learning skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty will increase from the beginning 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.

**Orchestra (Proficient) [Honors] 5242**

*Prerequisites: Meets all requirements for an audition set forth by the school's orchestra director.* During this class, students will further their learning skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty will increase from the Proficient 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.

**Orchestra (Advanced) [Honors] 5243**

*Prerequisites: Meets all requirements for an audition set forth by the school's orchestra director.*  
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 increases 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.

<p><b>CTE CAREER &amp; TECHNICAL EDUCATION</b></p>	<p>All courses use the NC CTE Essential Standards.</p> <p>Students earn 1 unit of credit for each successfully completed semester course, unless stated otherwise. Students following the Occupational Course of Study or Extended Content Standards may repeat courses for full credit, depending on the course blueprint selections.</p> <p>Future Ready Core students may choose to complete a Concentrator course in an approved Career Pathway.</p>
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	<p>Career pathways are sub-groupings of occupations within a CTE Program Area used as an organizing tool for curriculum design and instruction. Occupations are grouped into pathways based on the set of common knowledge and skills required for career success.</p> <p>A Concentrator is a student who has successfully completed a Concentrator course in an approved Career Pathway.</p> <p>A Concentrator course is a second- or third-level course in the Career Pathway that builds upon technical skills acquired in a prerequisite course.</p>
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## Work-based Learning & Higher Education Opportunities in CTE

### CTE Advanced Studies | Prerequisite: Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### CTE Internship | Prerequisite: None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in several 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.

### CTE Career and College Promise

Career and College Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and to many of the state’s independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

Available CCP Career Pathways at DTCC:

CTE Pathway Name and Link	Code	Required Courses	Course Fees
<b>BUILDING, ENGINEERING AND SKILLED TRADES</b>			
<i>Architectural Technology</i>			
<b>Architectural Technology CAD</b>	C40100HS	ARC111, ARC112, ARC113, ARC114, ARC220, ARC211	\$11 per course
<i>Automotive Systems Technology</i>			
<b>Automotive Systems Technology Electrical</b>	C60160EH	TRN110, TRN120, AUT113, AUT163, AUT181	\$11 per course, excluding AUT181
<b>Automotive Systems Technology Under Car</b>	C60160UH	TRN110, TRN120, AUT113, AUT141, AUT151	\$11 per course
<i>Electrical Systems Technology</i>			
<b>HVAC</b>	C50240CH	MNT110, ISC112, AHR110, AHR112	\$11 per course excluding ISC112 \$20 supply fee per course excluding ISC112



<b>Maintenance</b>	C50240MH	MNT110, MNT230, ISC112, BPR111, MEC111, PLU111	\$11 per course, excluding ISC112 \$20 supply fee per course, excluding ISC112
<b>Welding</b>	C50420HS	WLD112, WLD115, WLD121, WLD131, WLD141	\$11 per course \$20 supply fee per course Additional fees: \$125 Welding Inspector fee for WLD 121

### BUSINESS AND ENTREPRENEURSHIP

<b>Business Administration</b>			
<b>Business Core</b> <i>RISE Math Tier 1; RISE English Tier 1</i>	C25120AH	ACC120, BUS110, BUS115, BUS137, ECO251	
<b>Marketing</b> <i>RISE Math Tier 1; RISE English Tier 1</i>	C25120MH	BUS110, BUS137, MKT120, MKT220, MKT123	
<b>Culinary Arts</b>			
<b>Introduction to Culinary Arts</b>	C55150HS	CUL110, CUL140, CUL160, CUL170, CUL240	\$200 per course
<b>Hospitality</b>			
<b>Introduction to Hospitality Management</b>	C25110HS	CUL110, HRM110, HRM140, HRM240, HRM245, HRM280	None
<b>CREATIVE AND LIBERAL ARTS</b>			
<b>Community Spanish Interpreter</b>			
<b>Introduction to Interpreting</b> <i>RISE English Tier 1; Spanish placement test</i>	C55370HS	SPA111/181, SPA112/182, SPA211, SPA212, SPI113	None
<b>Public Service</b> <i>RISE English Tier 1; Spanish placement test</i>	C55370FH	SPI113, SPI114, SPI213, SPI214, SPA241, SPI245	None
<b>Early Childhood Education</b>			
<b>Infant/Toddler Care</b> <i>RISE Math Tier 1; RISE English Tier 1</i>	C55290HS	EDU119, EDU131, EDU144, EDU153, EDU234	None

<b>HEALTH AND WELLNESS</b>			
<b>Introduction to Medical Assisting</b> <i>RISE English Tier 1 and Tier 2;</i> <i>RISE Math Tier 1 and Tier 2</i>	C45400HS	ENG111, MED110, MED121, MED122, BIO163, CIS110	\$16 fee for BIO163
<b>Introduction to Nursing</b> <i>RISE English Tier 1</i>	C45970HS	NAS101, MED121, MED122	\$65 Lab Material fee for NAS101 \$16 Educational Liability/Malpractice Insurance for NAS101 Additional fees: \$25 Criminal Background Screening Check for NAS101 \$120 exam fee (paid separately to Pearson VUE) for NAS101 Additional equipment is required.
<b>HUMAN SERVICES AND PUBLIC SAFETY</b>			

<b>Introduction to Emergency Medical Science</b> <i>RISE English Tier 1 and Tier 2;  RISE Math Tier 1 and Tier 2;  high school Biology and Chemistry with a grade of C or above.</i>	C45340HS	EMS110, BIO168, BIO169	\$30 Lab Materials fee for BIO168 \$40 Lab Materials fee for BIO169 \$15 Lab Materials fee for EMS110 \$16 Educational Liability/Malpractice Insurance for EMS110 Additional fees: \$58 Supply Kit fee for EMS110 \$92 Criminal Background Screening Check for EMS110 \$23 Clinical Immunization and Required Tracking for EMS110
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**INFORMATION TECHNOLOGIES**

<b>Computer Repair</b>	C25590H1	CTI110, CTI20, CTS120, CTS220	\$11 per course \$25 CompTIA practice exam fee for each: CTS120 and CTS220
<b>Cybersecurity CCNA</b>	C25590C2	NET125, NET126, NET225, SEC160	\$11 per course

**Durham Public Schools and Durham Technical Community College Course Articulation**

High School students can receive High School and Community College credit for select Career and Technical Education (CTE) courses. To receive articulated credit, students must: maintain a B or higher in select CTE High School courses and receive a scaled score of 93 or higher on the Career and Technical Education end-of-course Assessment.

Earning college credit in High School through CTE:

An agreement exists between Durham Public Schools and Durham Technical Community College to provide articulated credit for students who meet the following requirements:

- Students must enroll at the community college within two years of high school graduation date
- Students must submit
  - An official high school transcript which shows a final grade of B or higher in the course
  - Official documentation from the high school showing a score of 93 or higher on the standardized CTE post-assessment (if not listed on the official transcript)
- Students must be enrolled in the semester for which credit is granted

High School Course	Durham Technical Community College Course
IT11 Introduction to Automotive Service	TRN 110 Introduction to Transportation Technology
IT16 Automotive Service I	AUT113 Automotive Servicing
IT17 Automotive Service II	AUT151 Brake Systems
IT18 Automotive Service III	TRN120 Basic Transportation Electricity
BI10 Foundations of Information Technology and BM10 Microsoft Word and PowerPoint and (BM20 Microsoft Excel and Access OR (BM20 Microsoft Excel and BM40 Microsoft Access))	CIS 110 Introduction to Computers
BM20 Microsoft Excel and Access	CTS 130 Spreadsheet and DBA 110 Database Concepts
BM20 Microsoft Excel	CTS130
BM40 Microsoft Access	DBA110
BP10 Computer Programming I	CTI 110 Web, Programming & Database Foundation
BP12 Computer Programming II	CSC 153 C# Programming
BP20 SAS Programming I	CSC 152 SAS
CS11 Project Management I	CTS 115 Information Systems Business Concepts
II31 Adobe Visual Design	WEB 111 Introduction to Web Graphics
II32 Adobe Digital Design	WEB 140 Web Development Tools
BN20 Network Administration I	CTI 120 Networking & Security Foundation
HU42 Health Science II (to include American Heart Association BLS)	HEA 112 First Aid/CPR
IP31 and IP32 Fire Technology I & II	FIP 120 Introduction to Fire Protection
IP33 Fire Technology III	FIP 124 Fire Prevention/Public Education

## CTE Continuing Education Pathways at Durham Technical Community College

### BioWorks

The BioWork certificate program will teach you the foundational skills you need to begin a career as a process technician for a biotechnology, pharmaceutical, or chemical manufacturing company. Process technicians are responsible for the production of chemical

and pharmaceutical products. This is a hybrid course, Monday-Thursday students will complete online work, and Friday's students will attend a face-to-face lab on Durham Tech's main campus.

### **Emergency Medical Technician**

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

### **Esthetician Technology**

Esthetics is the beautification of the skin. Students receive intensive training in the areas of facials, hair removal, and make-up application to become licensed skin care specialists. Students have the opportunity to receive a Microdermabrasion certificate and a Chemical Peel certificate as part of the training. This is a three-semester course that starts in spring. The course is taught at Durham Tech's Duke Street North campus. Additional course fees apply.

### **Manicuring**

Manicuring is the art of caring for the hands and feet. The 300-hour course instructs students on shaping nails, removing cuticles, giving a hand or foot massage, applying artificial nails, and artwork. It also involves teaching the proper health, safety, and sanitation procedures to avoid common infections. The course is taught at Durham Tech's Duke Street North campus. Additional course fees apply.

### **Natural Hair Care Specialist**

Natural Hair Care Specialist is a 300-hour course designed to teach how to care for natural hair without the use of chemicals such as perms/relaxers and hair color. The style techniques include braiding, twisting, wrapping, extending, and locking natural hair. The coursework also includes teaching the proper health, safety, and sanitation procedures to avoid spreading infections. The course is taught at Durham Tech's Duke Street North campus. Additional course fees apply.

### **College and Career Readiness Available Through CTE**

During high school students set goals for their future, explore careers, and create a timeline to achieve goals. This multi-year process intentionally guides students and families in the exploration of career, academic, and postsecondary opportunities. With the support of Xello and Durham Public Schools' talented educators and staff, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful post-secondary pathways that can lead to the workforce or college.

Based on academic and user research, Xello's award-winning program puts the student at the center of their planning experience. They build personalized plans for the future, and the skills and knowledge to persist. Learn more about college and career readiness: [Xello](#)

## **The NC CTE Course Management System (CMS)**

The NC Career and Technical Education (CTE) [Course Management System \(CMS\)](#) is a public site that provides access to course standards and other information such as course descriptions, career pathways, aligned industry credentials, work-based learning opportunities, aligned essential employability skills, and Career and Technical Student Organizations (CTSOs).

## **Agriculture Education Courses**

Agricultural education provides systematic instruction to students in the areas of agriculture, food, and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management, and technology. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

Career pathways that students may pursue include:

- Animal Systems
- Plant Systems
- Sustainable Agriculture Production

### **Pathway Courses**

**Animal Science I** | *Prerequisite: None*

**Aligned Industry Credential:** Youth for the Quality Care of Animals (YQCA) Certification

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

**Animal Science II – Companion Animal** | *Prerequisite: Animal Science I*

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

### **Horticulture I – Introduction to Plants** | *Prerequisite: None*

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

### **Horticulture II – Plant Production** | *Prerequisite: Horticulture I – Introduction to Plants*

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

### **Horticulture II- Landscaping Construction [Honors]** | *Prerequisite: Horticulture I – Introduction to Plants*

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

### **Sustainable Agriculture Production I** | *Prerequisite: None*

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

### **Sustainable Agriculture Production II** | *Prerequisite: Sustainable Agriculture Production I*

#### **Aligned Industry Credential:** Certified Beekeeper

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

Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Sustainable Agriculture pathway.

### **Veterinary Assisting [Honors]** | *Prerequisite: Prerequisite- Animal Science II– Food Animal or Animal Science II – Companion Animal. Designed for 11<sup>th</sup> or 12<sup>th</sup> grade students with an interest in animal medicine.*

#### **Aligned Industry Credential:** Certified Veterinary Assistant (CVA)

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

## **Supplemental Technical Course**

### **Foundations of Agriculture** | *Prerequisite: None*

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

## **Business, Finance, and Marketing Education Courses**

Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socio economic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices.

Career pathways that students may pursue include:

- Accounting

- Entrepreneurship
- Financial Planning
- General Management
- Marketing Management
- NAF Academy of Finance
- Project Management
- Sales
- Sports and Event Marketing

## **Pathway Courses**

### **Accounting I** | *Prerequisite: None*

Investigate the basic principles of the accounting cycle. Analyze business transactions and the proper recording of these records. Interpret financial statements, accounting systems, banking and payroll activities, and basic types of business ownership. Gain the knowledge and skills for careers in accounting.

### **Accounting II [Honors]** | *Prerequisite: Accounting I*

**Aligned Industry Credential:** Intuit Quickbooks Certified User

Develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making managerial decisions. Explore departmental accounting, corporate accounting, cost accounting, and inventory control systems. Amplify accounting skills to accurately complete specialized accounting procedures. Gain the knowledge and skills for careers in accounting.

### **Business Essentials** | *Prerequisite: None*

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

### **Business Management I** | *Prerequisite: Business Essentials*

Cultivate core management concepts. Investigate how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Explore ethical dilemmas and real-world situations utilizing customer service, academic, and critical-thinking skills. Gain the knowledge and skills for careers in general management.

### **Business Management II** | *Prerequisite: Business Management I*

Nurture the appreciation and significance of management to business organizations. Investigate how managers control financial resources, inventory, ensure employee safety, and protect customer data to enhance the effectiveness of their decision making. Investigate ethical dilemmas, practice problem solving, and build teamwork skills. Gain the knowledge and skills for careers in business management.

### **Entrepreneurship I** | *Prerequisite: None*

**Aligned Industry Credential:** Venture Entrepreneurial Expedition

Conceptualize starting, opening, working for, and operating a small business. Explore feasibility, design thinking, entrepreneurial mindset, and the Lean Canvas Business Model. Investigate channel management, pricing, product/service management, and promotion. Gain the knowledge and skills for careers in entrepreneurship.

### **Entrepreneurship II [Honors]** | *Prerequisite: Entrepreneurship I*

**Aligned Industry Credential:** *Entrepreneurship and Small Business*

Utilize business planning strategies to accelerate the implementation of a business idea.

Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

### **Financial Planning I** | *Prerequisite: Business Essentials*

Develop techniques to enhance personal wealth building for a secure financial future. Establish key strategies for wealth building through evaluating businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Gain the knowledge and skills for careers in financial planning.

### **Financial Planning II** | *Prerequisite: Financial Planning I*

Develop the knowledge and skills to create a business financial plan; including loans, insurance, taxes, and corporate governance.

Explore the various risks and returns associated with business activities and the impact of the global economy. Analyze ethical situations in various aspects of financial leadership in local, national, and global business environments. Gain the knowledge and skills for careers in financial planning.

### **Marketing** | *Prerequisite: None*



Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan.  
Gain the knowledge and skills for careers in marketing.

### **Marketing II | Prerequisite: Marketing**

Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

### **NAF Academy of Finance Courses**

Please see the Hillside Business and Finance Academy Coordinator for additional information.

### **Project Management I | Prerequisite: None**

Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

### **Project Management II [Honors] | Prerequisite: Project Management I**

**Aligned Industry Credential:** PMI Project Management Ready Certification

Develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management. Gain the knowledge and skills for careers across multiple pathways.

### **Sales I | Prerequisite: None**

Explore careers in selling and customer service. Recommend specific products to meet customer needs. Develop communication skills through public speaking opportunities. Gain the knowledge and skills for careers in sales.

### **Sales II | Prerequisite: Sales I**

Realize the art of selling and build upon the content from the MI31 Sales I course. Develop a personal brand while enhancing communication and customer service skills. Utilize role plays to engage in the selling process; learn to improvise and think critically. Gain the knowledge and skills for careers in sales.

### **Sport and Event Marketing I | Prerequisite: None**

Explore sport and event industries, associated marketing strategies, and branding concepts. Develop an understanding of promotion and marketing data related to sports and events. Weave together the concepts to create a proposal for a unique event. Gain the knowledge and skills for careers in sport and event marketing.

### **Sport and Event Marketing II [Honors] | Prerequisite: Sport and Event Marketing I**

Utilize knowledge of promotion and marketing to create a plan for a unique event. Extrapolate marketing data to make informed communication decisions. Analyze the financial and economic impacts of sports and events. Gain the knowledge and skills for careers in sport and event marketing.

### **Supplemental Technical Courses**

#### **Business Ethics and Law I | Prerequisite: None**

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

### **Computer Science, IT and Technology Education Courses**

Computer Science, IT, and Technology (CSITT) is a discipline focusing on the understanding and creation of information and technological systems to be a digital age learner. As part of the CSITT career pathways, students can experience computing systems and applications, networks and the internet, data analytics, programming and algorithms, impacts of technology, STEM, information processing, design thinking, engineering and advanced manufacturing, artificial intelligence and robotics, and cybersecurity and privacy. CSITT career pathways align to the NC CS K-12 Standards and Course of Study.

Career pathways that students may pursue include:

- Adobe Academy
- Adobe Video Design
- AP Computer Science
- Computer Science Principles
- Cisco Network Engineering
- 3D Modeling and Animation

- Game Art Design
- PLTW Engineering
- Python Programming
- Technology Engineering and Design

## **Pathway Courses**

### **Adobe Digital Design I** | *Prerequisite: None*

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

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

### **Adobe Video Design I** | *Prerequisite: None*

#### **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro

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

### **Adobe Video Design II** | *Prerequisite: Adobe Video Design I*

#### **Aligned Industry Credential:** Adobe Certified Professional - Digital Video Using Adobe Premiere Pro

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

### **Adobe Visual Design I** | *Prerequisite: None*

#### **Aligned Industry Credential:** Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator and Adobe Certified Professional - Visual Communication Using Adobe Photoshop

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

### **Adobe Visual Design II** | *Prerequisite: Adobe Visual Design I*

#### **Aligned Industry Credential:** Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign

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

### **Advanced Game Art and Design** | *Prerequisite: Game Art Design*

Explore advanced game theory to continue the journey of the gaming industry. Level up production management skills on a real-world inspired game development team. Create 3D game levels and more using industry standard software. Gain the knowledge and skills for careers in the Game Art and Design pathway.

### **AP Computer Science A** | *Prerequisite: AP Computer Science Principles*

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

### **AP Computer Science Principles** | *Prerequisite: PLTW Computer Science Essentials recommended*

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

### **Cisco Network Engineering Technology I [Honors]** | *Prerequisite: None*

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

### **Cisco Network Engineering Technology II [Honors]** | *Prerequisite: Cisco Network Engineering Technology I*

#### **Aligned Industry Credential:** Cisco Certified Technician (CCT) Routing and Switching

Configure and troubleshoot routers and switches in a network. Use monitoring tools and network management protocols to troubleshoot data networks. Implement access control lists to filter traffic. Gain the knowledge, skills, and industry credential for careers in the Cisco Network Engineering pathway.

### **Computer Science I** | *Prerequisite: None*

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

### **Computer Science II** | *Prerequisite: Computer Science I*

Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

### **Develop in Swift Explorations** | *Prerequisite: None*

**Aligned Industry Credential:** App Development with Swift Associate

Build a solid foundation in programming using the Swift programming language. Analyze the impact of computing and apps have on society. Participate in the app design process to develop critical app creation skills through converting prototypes into full apps. Gain the knowledge and skills for careers in the Swift Develop pathway.

### **3D Modeling and Animation I** | *Prerequisite: None*

Design 2D graphics using bitmap and vector editing applications. Record audio and video using electronic devices for editing. Build a scene in a 3D modeling program. Gain the knowledge and skills for careers in the 3D Modeling and Animation pathway.

### **3D Modeling and Animation II** | *Prerequisite: 3D Modeling and Animation I*

**Aligned Industry Credential:** Autodesk 3DS Max

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

### **Game Art and Design** | *Prerequisite: 3D Modeling and Animation I*

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

### **PLTW Aerospace Engineering** | *Prerequisite: PLTW Introduction to Engineering Design & PLTW Principles of Engineering*

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. Art, English, language arts, mathematics, and science are reinforced.

### **PLTW Civil Engineering and Architecture** | *Prerequisite: PLTW Introduction to Engineering Design & PLTW Principles of Engineering*

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, 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. Art and English language arts are also reinforced.

### **PLTW Computer Integrated Manufacturing** | *Prerequisite: PLTW Introduction to Engineering Design & PLTW Principles of Engineering*

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems. Art, English language arts, mathematics and science are reinforced.

### **PLTW Digital Electronics** | *Prerequisite: PLTW Introduction to Engineering Design & PLTW Principles of Engineering*

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

### **PLTW Introduction to Engineering Design** | *Prerequisite: None*

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peer and members of the professional community. Art, English, language arts, mathematics and science are reinforced.

### **PLTW Principles of Engineering | Prerequisite: None**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced.

### **Python Programming I | Prerequisite: None**

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

### **Python Programming II [Honors] | Prerequisite: Python Programming I**

**Aligned Industry Credential:** PCAP Python Certified Associate

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

### **Technology Engineering and Design | Prerequisite: None**

Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

### **Technological Design | Prerequisite: Technology, Engineering, & Design**

Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

## **Supplemental Technical Courses**

### **PLTW Computer Science Essentials | Prerequisite: None**

PLTW CSE introduces students to coding fundamentals through block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python programming language.

### **PLTW Cybersecurity [Honors] | Prerequisite: PLTW Computer Science Essentials recommended**

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, 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. Art and English language arts are also reinforced.

## **Family and Consumer Sciences Education Courses**

Family and Consumer Sciences (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs. The North Carolina FCS Education program provides a platform for students to transition into adult life by gaining a strong foundation of the knowledge and skills needed for successfully living and working in a diverse, global society.

Career pathways that students may pursue include:

- Counseling and Mental Health
- Culinary Arts Applications
- Early Childhood Development and Services
- Food and Nutrition
- Food Products and Processing Systems
- Interior Design

## **Pathway Courses**

### **Child Development | Prerequisite: None**

Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children. Gain the knowledge and skills for careers in early childhood development and services.

### **Counseling and Mental Health I | Prerequisite: None**

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

### **Counseling and Mental Health II** | *Prerequisite: Counseling and Mental Health I*

**Aligned Industry Credential:** *Pre-Professional Assessment and Certification in Family and Community Services*

Focus on the classification of mental health disorders. Inspire an understanding of mental health theories and treatments. Explore how human brain functions affect mental health. Gain the knowledge and skills for careers in counseling and mental health.

### **Culinary Arts and Hospitality I** | *Prerequisite: None*

Utilize foodservice equipment and tools in preparation of numerous types of cuisines. Practice culinary skills in baking, garde manger, and basic cooking methods. Practice safety and sanitation to prepare for the foodservice industry. Gain the knowledge and skills for careers in culinary arts and hospitality. **\*For safety reasons, enrollment not to exceed 20 students.**

### **Culinary Arts and Hospitality II Applications** | *Prerequisite: Culinary Arts and Hospitality I*

**Aligned Industry Credential:** *ANSI-Accredited Food Protection Manager Certification*

Execute the planning of foodservice operations in a school-based enterprise. Design a variety of cuisines to apply learned cooking methods. Explore United States' regional soups and global baking and pastry arts. Gain the knowledge, skills, and certification for careers in culinary arts and hospitality. **\*For safety reasons, enrollment not to exceed 20 students.**

### **Culinary Arts and Hospitality III** | *Prerequisite: Culinary Arts and Hospitality II Applications*

**Aligned Industry Credential:** *Pre-Professional Assessment Certification in Culinary Arts*

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality. **\*For safety reasons, enrollment not to exceed 20 students.**

### **Culinary Arts and Hospitality IV Applications** | *Prerequisite: Culinary Arts & Hospitality III*

Design menus for a food service operation. Demonstrate advanced skills in food operation, baking, and pastry. Operate a school-based enterprise by preparing, marketing, and selling a variety of food products. Gain the knowledge and skills for careers in culinary arts and hospitality. **\*For safety reasons, enrollment not to exceed 20 students.**

### **Early Childhood Education I [Honors]** | *Prerequisite: Child Development. Students must be 15 years old by the 10th day of class*

**Aligned Industry Credential:** *Adult and Pediatric First Aid/CPR/AED OR Pediatric First Aid/CPR/AED*

Acquire the knowledge and skills needed to provide developmentally appropriate practices in high quality early childhood education programs. Explore ways of creating a child-centered approach to curriculum planning that includes the use of space, materials, relationships, play, and observations. Participate in practical hands-on internship working within the early childhood classroom, learn how to meet the individual needs of children with varying abilities, and reflect on learning experiences and their impact on children. Gain the knowledge, skills, and industry credential for careers in early childhood development and services.

**\*Students are required to complete a TB screening, health questionnaire, and criminal background check.**

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

### **Early Childhood Education II [Honors]** | *Prerequisite: Early Childhood Education I*

Participate in the planning, creation, and adaptation of developmentally appropriate learning environments. Focus on curriculum, teaching practices, and learning materials through the internship experience. Teach children the importance of art and creativity. Gain the knowledge and skills for careers in early childhood education and services.

**\*Students are required to complete a TB screening, health questionnaire, and criminal background check.**

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

### **Food and Nutrition I** | *Prerequisite: None*

**Aligned Industry Credential:** *ANSI- Accredited Food Handler Certificate*

Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group.

Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition.

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

### **Food and Nutrition II** | *Prerequisite: Food and Nutrition I*

**Aligned Industry Credential:** *ANSI-Accredited Food Protection Manager Certification*

Expand knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition.

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

### **Food Science and Technology [Honors]** | *Prerequisite: Food and Nutrition I*

**Aligned Industry Credential: Food Safety and Science Certification**

Explore the food industry from the farm to the table using skills in food science and technology.

Realize the functions of food and how it affects the food individuals eat. Design food packaging to deploy a new food product to the market. Gain the knowledge and skills careers in food products and processing.

**Interior Design Fundamentals | Prerequisite: None**

Build the knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Explore design thinking and utilize the interior design process. Apply interior design principles and illustrate design solutions through visual communication.

Gain the knowledge and skills for careers in interior design.

**Interior Design Studio | Prerequisite: Interior Design Fundamentals****Aligned Industry Credential: Pre-Professional Assessment and Certification in Interior Design Fundamentals**

Devise an understanding of the multiple roles of an interior designer. Utilize artistic and design factors in planning, selection, and arrangement of interior spaces to meet the needs of families in the interior environment. Participate in creating a portfolio that includes a diverse understanding of multiple areas of design. Gain the knowledge and skills for careers in interior design.

## **Health Science Education Courses**

Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry.

Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare.

Career pathways that students may pursue include:

- Biomedical Technology
- Healthcare Professional

### **Pathway Courses**

**Biomedical Technology | Prerequisite: None**

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

**Health Science I | Prerequisite: Health Science I****Aligned Industry Credential: First Aid**

Explore anatomy, physiology, diseases, and disorders within human body systems.

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

**Health Science II | Prerequisite: Health Science I****Aligned Industry Credential: OSHA 10-hour General Industry Safety and Health OR Stop the Bleed OR BLS Provider**

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

**Nursing Fundamentals and Practicum [Honors] | Prerequisite: Health Science II****Aligned Industry Credential: North Carolina Nurse Aide I**

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

**\*North Carolina Board of Nursing BON Administrative Rule 21 NCAC 36.0318 (i) requires the ratio of teacher to nurse aide students to be 1:10 or less while in the clinical area. DHSR applies the 1:10 ratio in the classroom laboratory training and clinical. NCBON recommends students are 16 ½ on the first day of the Nursing Fundamentals and Practicum class.**

**\*Internship and apprenticeship participation outside the school learning environment would require the student to have completed credentialing before the internship and apprenticeship experience.**

### **Supplemental Technical Course**

**Foundations of Health Science | Prerequisite: None**

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

the Health Science cluster.

## **Trade, Technology, Engineering, and Industrial Education Courses**

Trade, Technology, Engineering, and Industrial Education (TTE&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering, and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher level professional degrees in engineering and design fields.

Career pathways that students may pursue include:

- Automotive Services\*
- Carpentry
- Drafting Architectural
- Drone Technology
- Emergency Management
- Emergency Medical Technology
- Firefighter Technology
- Public Safety

**\* Automotive Service programs receiving career-technical state or federal monies must be ASE (Automotive Service Excellence) accredited. Requirements for ASE accreditation include:**

1. **Local review of current automotive program standards**
2. **Local program self-evaluation performed by the local program advisory committee**
3. **Local program review by the ASE Education Foundation**
4. **On-site evaluation by an Education Team Leader (ETL).**

### **Pathway Courses**

**Automotive Services Fundamentals** | *Prerequisite: None*

**Aligned Industry Credential:** *S/P2 Automotive Service Pollution Prevention and S/P2 Automotive Service Safety*

Prepare for an entry-level position in the Automotive Service industry. Develop basic skills in shop safety, shop equipment, and hand tool usage. Engage in identifying vehicle systems, system components, and various vehicle fluids. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE Accredited.

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

**Automotive Service I** | *Prerequisite: Automotive Service Fundamentals*

Develop skills and knowledge needed to service modern vehicles. Perform basic brake inspection and service. Explore Ohm's law in basic electrical service applied to vehicles. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

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

**Automotive Service II** | *Prerequisite: Automotive Service I*

**Aligned Industry Credential:** *ASE Entry-Level Certification - Maintenance and Light Repair*

Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being serviced. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

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

**Automotive Service III** | *Prerequisite: Automotive Service II*

**Aligned Industry Credential:** *ASE Entry-Level Certification- Electrical/Electronic Systems*

Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

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

**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.

**Barbering II** | *Prerequisite: Barbering I*

Note: Students earning 1528 hours of combined instruction and clinical hours 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 barber shop management and licensing laws. This course will prepare students to take the State Barber Board Exam.

### **Carpentry I** | *Prerequisite: Construction Core*

#### **Aligned Industry Credential:** *NC NCCER - Carpentry I*

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

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

### **Carpentry II [Honors]** | *Prerequisite: Carpentry I*

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

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

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

### **Construction Core** | *Prerequisite: None*

#### **Aligned Industry Credential:** *NC NCCER - Construction Core and OSHA 10-Hour Construction Industry Certification*

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry.

Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

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

### **Drafting I [Honors]** | *Prerequisite: None*

#### **Aligned Industry Credential:** *Autodesk Certified User AutoCAD*

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

### **Drafting II- Architectural [Honors]** | *Prerequisite: Drafting I*

#### **Aligned Industry Credential:** *Autodesk Certified User Revit*

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

### **Drafting III- Architectural [Honors]** | *Prerequisite: Drafting II- Architectural*

#### **Aligned Industry Credential:** *Autodesk Certified Professional Revit*

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

### **Drone Technology Fundamentals** | *Prerequisite: None*

#### **Aligned Industry Credential:** *FAA Trust*

Explore the basic skills and knowledge needed to be a recreational drone pilot. Develop a sectional chart using legends for planned drone mission flights. Develop a basic program to conduct an autonomous flight using small drones in the classroom. Gain the knowledge, skills, and industry credentials for careers in drone technology.

### **Drone Technology I** | *Prerequisite: None*

#### **Aligned Industry Credential:** *CFR 14 Part 107 UAS Remote Pilot Certification and NCDOT NC UAS Operator Permit*

Develop drone piloting knowledge and skills needed to obtain an FAA Remote Pilot certification. Participate in drone mission planning, basic flight operations, and drone aircraft maintenance. Execute communication needed as a flight crew team member. Gain the knowledge, skills, and industry credentials for careers in drone technology.

### **Drone Technology II** | *Prerequisite: Drone Technology I*

Execute drone missions that include autonomous flight and mapping. Utilize mapping software to produce 2D and 3D images. Develop a business plan needed to start a drone piloting company. Gain the knowledge, skills, and enhanced industry credentials for careers in drone technology.

### **Emergency Medical Technology I** | *Prerequisite: English II*

**Aligned Industry Credential:** *Emergency Medical Responder (EMR)*

Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems and the roles and responsibilities of the emergency medical responder in the pre-hospital setting. Establish an introductory understanding of anatomy and physiology related to medical and traumatic emergencies. Gain the knowledge, skills, and industry credentials for careers in the Emergency Medical Technology pathway.

**\*Per the NCOEMS and NCDPI education plan, this course is limited to 20 students per teacher.**

**\*Per the NCOEMS candidate handbook and education program requirements, students must be 17 years of age on or before the official end date of the course.**

**Emergency Medical Technology II [Honors]** | *Prerequisite:* Emergency Medical Technology I and English III

**Aligned Industry Credential:** *Emergency Medical Technician – (EMT)*

Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems, relevant skills, roles, and responsibilities of the emergency medical technician in the pre-hospital setting. Understand anatomy and physiology related to medical and traumatic emergencies. Gain the knowledge, skills, and industry credentials for careers in the Emergency Medical Technology pathway.

**\*Per the NCOEMS and NCDPI education plan, this course is limited to 16 students per teacher.**

**\*Per the NCOEMS candidate handbook and education program requirements, students must be 17 years of age on or before the official end date of the course.**

**Firefighter Technology I** | *Prerequisite:* None

**Aligned Industry Credential:** *NCOSFM - Firefighter Technology I*

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

**Firefighter Technology II** | *Prerequisite:* Firefighter Technology I

**Aligned Industry Credential:** *NCOSFM - Firefighter Technology II*

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

**Firefighter Technology III [Honors]** | *Prerequisite:* Firefighter Technology II

**Aligned Industry Credential:** *NCOSFM - Firefighter Technology III*

Maximize knowledge and skills required in firefighting. Develop tasks related to skills used in rescue, fire protection, fire and life safety, mayday, HAZMAT, and traffic incident management.

Perform advanced firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

**Public Safety I** | *Prerequisite:* None

**Aligned Industry Credential:** *National Incident Management System and Law and Public Safety Introductory Competency*

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

**Public Safety II [Honors]** | *Prerequisite:* Public Safety I

**Aligned Industry Credential:** *Community Emergency Response Team (CERT) and NECI 911 Basic Communications*

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

**Skilled Trades Pre-Apprenticeship I** | *Prerequisite:* Core Construction

This 4-credit course prepares students for careers in the Skilled Trades, particularly construction, electrical, plumbing, and HVAC. The program closely collaborates with industry professionals to provide site visits and experiential learning. Students who complete the program will be prepared for entry level work in the skilled trades, a registered apprenticeship, or aligned postsecondary courses at Durham Technical Community College.

Note: Students must complete the application process for program enrollment.

**Skilled Trades Pre-Apprenticeship II** | *Prerequisite:* Skilled Trades Pre-Apprenticeship I

This course continues the work from Skilled Trades Pre-Apprenticeship I. Students continue to prepare for careers in the Skilled Trades, particularly construction, electrical, plumbing, and HVAC by closely collaborating with industry professionals to provide site visits and experiential learning. Students who complete the program will be prepared for entry level work in the skilled trades, a registered apprenticeship, or aligned postsecondary courses at Durham Technical Community College.

*Career and Technical Education (CTE) is an integral part of the comprehensive secondary school program in Durham Public Schools. Durham Public Schools offers a comprehensive Career and Technical Education program for students in middle and high schools. Courses are offered in Agricultural*

Education; Business, Finance, and Information Technology Education; Career Development Education; Family and Consumer Sciences Education; Health Science Education; Marketing and Entrepreneurship Education; Technology, Engineering and Design Education; and Trade and Industrial Education. To ensure all students have access to CTE and are successful, Career Development and Special Populations support services are also available. All programs may not be offered at each middle and high school.

In compliance with federal law, Durham Public Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability. Inquiries or concerns related to discrimination policies should be addressed to Dr. Deborah Pitman, Assistant Superintendent of Specialized Services, 511 Cleveland Street, Durham NC, 27702, (919) 560-2000.

<b>ROTC</b>	<p>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 a week for military functions. ROTC classes meet one period each day. NO MILITARY SERVICE OBLIGATION RESULTS FROM ROTC PARTICIPATION.</p>
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### **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 soldiers 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 aspects 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 firsthand. 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 the present day, including 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 drills 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 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 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, crewed 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 Leadership Education portion of this course builds students' knowledge and ability to successfully lead/participate in squadron drill and larger formations. Additionally, students will explore the following topics:

Leadership Education 200 emphasizes effective communication skills, understanding group/team dynamics, preparing for leadership roles, conflict resolution and personal development. Students will be given opportunities to develop and practice both written and oral communication skills.

Leadership Education 300 emphasizes life skills and career opportunities. Students will begin to investigate various career opportunities including college, vocational and workforce options. Students will be provided with opportunities for developing a college or job-related resume and will practice interviewing skills. Additionally, students will be provided with information on financial planning and will get hands-on experience in developing a budget.

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.

<b>ESL COURSES</b>	<p>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.</p> <p>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.</p>
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**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) | 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) | 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)**

This course is a continuation of ESL Level IA/IB for 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 for academic language skills which will be used in the content classes.

**ESL Level III (10382S3) | 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) | 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.

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

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 is for students who are close to exiting ESL services.

**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*

### **Additional Sheltered ESL Courses**

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

### **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.*

<b>OCCUPATIONAL COURSE OF STUDY (OCS)</b>	Students earn 1 unit of credit for each successfully completed course. All courses are aligned with the North Carolina Common Core Standards.
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## **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 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 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 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.

### **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 scientific methods. 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)**

Entering 9th graders 2021-22 & beyond will take the **NEW** courses.

Entering 9th graders 2020-21 will take the **NEW** EPF course and can choose from one of the Civics courses.

Students that entered 9th grade 2019-2020 & prior will take an American History course and choose from one of the Civics courses: **NEW** OCS

### **Founding Principles of the US & NC: Civic Literacy** | Prerequisite: None

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 N.C. and American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924.

### **NEW** OCS Economics and Personal Finance | Prerequisite: None

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924.

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

OCS American History I introduce 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.

### **OCS American History II** | Prerequisite: None

OCS American History II will guide students from the late nineteenth century 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.

### **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 microeconomics 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.

## **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 of 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 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.