



REACH FURTHER.



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2009-2010

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# HIGH SCHOOL PLANNING GUIDE

GLOBAL COMPETITIVENESS STARTS HERE.

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# High School Directory

<b>Ardrey Kell</b> .....	980-343-0860
9500 Community House Road	
<b>Phillip O. Berry Academy of Technology</b> .....	980-343-5992
1430 Alleghany Street	
<b>Butler</b> .....	980-343-6300
1810 Matthews-Mint Hill Road, Matthews	
<b>Cato Middle College</b> .....	980-343-1452
8120 Grier Road	
<b>Derita</b> .....	980-343-5231
2300 W. Sugar Creek Road	
<b>East Mecklenburg</b> .....	980-343-6430
6800 Monroe Road	
<b>Garinger</b> .....	980-343-6450
1100 Eastway Drive	
<b>Business/Finance at GHS</b> .....	980-343-1473
<b>International Studies School at GHS</b> .....	980-343-1092
<b>Leadership &amp; Public Service at GHS</b> .....	980-343-1477
<b>Math/Science at GHS</b> .....	980-343-1479
<b>New Technology at GHS</b> .....	980-343-1093
<b>Harding University</b> .....	980-343-6007
2001 Alleghany Street	
<b>Hawthorne High</b> .....	980-343-6011
1411 Hawthorne Lane	
<b>Hopewell</b> .....	980-343-5988
11530 Beatties Ford Road	
<b>Independence</b> .....	980-343-6900
1967 Patriot Drive	
<b>Mallard Creek</b> .....	980-343-1341
3901 Johnston Oehler Road	
<b>Midwood</b> .....	980-343-3697
1817 Central Avenue	
<b>Military &amp; Global Leadership Academy at Marie G. Davis</b> .....	980-343-0006
3343 Griffith Street	
<b>Myers Park</b> .....	980-343-5800
2400 Colony Road	
<b>North Mecklenburg</b> .....	980-343-3840
11201 Old Statesville Road, Huntersville	
<b>Northwest School of the Arts</b> .....	980-343-5500
1415 Beatties Ford Road	
<b>Performance Learning Center</b> .....	980-343-1118
1400 N. Graham St.	
<b>Providence</b> .....	980-343-5390
1800 Pineville-Matthews Road	
<b>Olympic</b> .....	980-343-3800
4301 Sandy Porter Road	
<b>School of Biotechnology, Health and Public Administration at OHS</b> .....	980-343-1110
<b>School of International Business &amp; Communications Studies at OHS</b> .....	980-343-1104
<b>School of International Studies &amp; Global Economics at OHS</b> .....	980-343-1113
<b>Math, Engineering, Technology &amp; Science at OHS</b> .....	980-343-1101
<b>Renaissance School at OHS</b> .....	980-343-1107
<b>South Mecklenburg</b> .....	980-343-3600
8900 Park Road	
<b>Vance</b> .....	980-343-5284
7600 IBM Drive	
<b>E.E. Waddell</b> .....	980-343-6769
7030 Nations Ford Road	
<b>West Charlotte</b> .....	980-343-6060
2219 Senior Drive	
<b>West Mecklenburg</b> .....	980-343-6080
7400 Tuckaseegee Road	

# High School Magnet Programs

## High School Magnet Entrance and Continuation Requirements – 2009-2010 School Year

### Magnet Entrance Requirements for High School Magnet Programs

Students interested in applying to these magnet programs should meet the requirements for the grade levels indicated, or they will forfeit their magnet seat and be returned to their home school. Any designated entrance requirement must also be met before the sibling guarantee is applied.

- An acknowledgement of magnet program expectations and entrance and continuation requirements is necessary in order to submit an online application. Individuals submitting a Request for Reassignment/Transfer form must also submit a completed theme-specific magnet expectations agreement, or the request can not be processed.
- International Baccalaureate (grades 9-12) – Students entering the high school IB program must be promoted at the end of the school year in which the application is made. Students entering grade 9 must score at or above grade level (level III or IV) in Reading and Math proficiency, or score within the standard error of measurement, based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grade 10 must score at or above grade level (level III or IV) in English and Math proficiency on EOC tests taken in the school year prior to attending. In order to enter the IB Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Geometry; Algebra II or Algebra II/Trig; Biology; Chemistry and/or Physics; World History; Civics and Economics; and Level III of French, German, Japanese, Latin, or Spanish. Students entering in grade 11 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school. Only students currently enrolled in an IB Diploma Program will be accepted into grade 12.
- Math, Science and Environmental Studies (grades 9-12) – Students entering grade 9 must score level III or IV on Math and Science proficiency, or score within the standard error of measurement, based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. In addition, rising 9th graders must have successfully completed Algebra I at grade 8. If students do not successfully complete Algebra I in grade 8, they must have achieved level IV on the Math grade 8 EOG test. Students entering grade 10 must score at or above grade level (level III or IV) in Math proficiency on EOC tests taken in the school year prior to attending. Students entering in grade 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.
- Military and Global Leadership Academy at Marie G. Davis (grades 9-11) – Students entering grades 9-11 must submit a statement of interest and participate in a placement interview prior to the end of the lottery application period. Late interviews will be conducted after this date on a space-available basis, and these students will become part of the wait pool. Students entering the

Academy may not have been previously retained in middle or high school and must be promoted at the end of the school year in which the application is made. Contact the school for times and dates (980-343-0006).

- Northwest School of the Arts (grades 6-12) – Students entering grades 9 - 12 must submit a NWSA audition application and participate in a placement audition or portfolio assessment prior to the end of the lottery application period. Late auditions will be conducted after this date on a space-available basis, and these students will become part of the established wait pool. Contact the school for times and dates (980-343-5500).
- Phillip O. Berry Academy of Technology (grades 9-12) – Students entering grade 9 must score at or above grade level (level III or IV) in Reading and Math proficiency, or score within the standard error of measurement, based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grade 10 must score at or above grade level (level III or IV) in English and Math proficiency on EOC tests taken in the school year prior to attending. In addition, all entering students must have passed the NC Computer Competency Test (Written and Performance Sections). Students entering in grade 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.

### Continuation Requirements to Remain in a Magnet Program

Students admitted into a magnet program in high school are expected to participate in any designated specific components and to fulfill minimum course requirements related to the magnet theme in order to maintain status as a magnet student, and to continue to the next grade level within the magnet program (CMS Board Policy regulation JCA-R, XIV. B). Requirements listed below are used in maintaining magnet program eligibility for students.

### Specific Magnet Components

There are specific magnet components required in the following high school magnet programs:

#### *International Baccalaureate -*

- 1) Performance of community service requirement,
- 2) Promotion to next grade level.

#### *Military and Global Leadership -*

- 1) Performance of community service requirement,
- 2) Promotion to next grade level,
- 3) Adherence to designated school and military uniform attire and grooming standards.

*Academy of International Languages* – Successful completion of an applied world language internship, if that option is selected by the student.

# High School Magnet Programs, cont.

## MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION IN MAGNET

Magnet students in grades 9-12 are expected to fulfill minimum course requirements related to the magnet theme in order to maintain active status as a magnet student and to continue to the next grade level within the magnet program. Magnet students in corresponding grades and magnet programs at the high schools listed below are to be enrolled in and to pass the minimum number of magnet theme-related courses indicated per year as designated by CMS course offerings and/or school in order to maintain magnet program eligibility.

### One course per year:

Phillip O. Berry Academy of Technology - Career Academy CTE course requirement

Harding - Math, Science and Environmental Studies

South Mecklenburg, West Mecklenburg - Academy of International Languages (Grade 11)

### Two courses per year:

Northwest School of Visual and Performing Arts (Grades 9 & 10)

South Mecklenburg, West Mecklenburg - Academy of International Languages (Grades 9, 10 & 12)

### Three courses per year:

Marie G. Davis Military and Global Leadership Academy

Northwest School of Visual and Performing Arts (Grades 11 & 12)

East Mecklenburg, Harding, Myers Park, North Mecklenburg, West Charlotte - IBMYP (Grades 9-10)\*

### \*IB Middle Years Program (IBMYP)

#### course requirements over Grades 9 & 10:

IBMYP high school students take MYP designated courses including: English, Math, Science, Humanities, World Language (Language B), Arts and Physical Education. High school IBMYP students are required to: 1) progressively schedule their MYP course work in order to meet grade 11 prerequisite course entry criteria (described below), 2) take a full MYP course load and pass at least three MYP courses each year, 3) complete all community and service requirements and, 4) must be promoted to the next grade to continue in the IB magnet. 10th graders must complete the Personal Project. In order to continue to the IB Diploma program in eleventh grade, specific course requirements must be met. Prerequisite courses for the IB Diploma program (grades 11 & 12) are as follows: English 9; English 10; Geometry; Algebra II or Algebra II/Trigonometry; World History; Civics and Economics; Environmental Science

and/or Biology; Chemistry and/or Physics; and French, German, Latin, or Spanish at Level III. Rising eleventh grade students who apply for the IB magnet program must be able to meet these requirements in order to submit an application and must meet the requirements prior to enrollment in the program. (CMS Board Policy regulation JCA-R, XV. D. 4).

### IB Diploma Program course

#### requirements over Grades 11 & 12:

East Mecklenburg, Harding, Myers Park, North Mecklenburg, and West Charlotte IB students must complete course work that will qualify them for the IB Diploma. Students earning the IB Diploma must successfully complete courses and examinations in six courses from five subject groups (three or four courses at Higher Level), concurrently over two years, as well as the core elements of the program (Theory of Knowledge, the extended essay, and creativity, action, service).

### High School Magnet Program Offerings for 2009-2010 Academy of International Languages (9-12)

Students of the 21st century will need to be proficient in a foreign language in order to become contributing members of our global society. The vision of the Academy of International Languages is to provide experiences for students to meet this challenge by offering rigorous cognitive challenges in their target language and unique, enriching, real-life experiences and applications in business, cultural and social settings.

*Offered at South Mecklenburg and West Mecklenburg*

# High School Magnet Programs, cont.

## **International Baccalaureate Program (9-12)**

The International Baccalaureate Program provides highly motivated college-bound students with an opportunity to pursue a rigorous liberal arts curriculum. The IB Middle Years Program (IBMYP) is a 6-10 grade continuum that is authorized by the International Baccalaureate Organization (IBO). The IBMYP focuses on world language, humanities, advanced math and an intensive study of core subjects integrating internationalism and areas of interaction. Students demonstrate a strong commitment to learning, both in terms of mastery of the subject content and in the development of the skills and discipline necessary for success in the IB program in grades 11 and 12 where international exams begin. The IB Diploma is awarded by the IBO to students who successfully complete the course requirements, sit for the exams and obtain the requisite scores, complete a course of study in the Theory of Knowledge (TOK), present an Extended Essay reflecting the student's independent research and analysis in one of the six subject areas studied, and complete an aesthetic, physical, or social service project.

School counselors and/or IB coordinators can assist students with registration for the IB program once admitted. **There are entrance requirements for this magnet program.**

*Offered at East Mecklenburg, Harding, Myers Park, North Mecklenburg and West Charlotte*

## **Math, Science and Environmental Studies at Harding University High (9-12)**

The Math, Science and Environmental Studies program offers classes in all subject areas, with specially designed classes in the areas of mathematics and sciences with focused experiences in Environmental Science providing students with a range of options. Research skills are integrated into all facets of the academic program. There are entrance requirements for this magnet program.

**There are entrance requirements for this magnet program.**

## **Military and Global Leadership Academy at Marie G. Davis (6-11)**

The Military and Global Leadership Academy provides a rigorous, traditional academic learning environment for students. The program is NOT a boot camp but is designed to develop students' problem-solving, creative and critical thinking skills. Students in this program are instilled with a sense of responsibility through character development and community service. They develop an understanding of world languages, geography, politics, and economics to gain a global perspective and to become better prepared to understand and choose post-secondary educational opportunities. The Global and

Military Leadership magnet program first opened for the 2008-2009 school year with grades 6-10, and will grow a grade level each year with its first graduates in June 2011. **There are entrance requirements for this magnet program.**

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

Northwest School of the Arts provides specialized instruction in visual arts, theater arts, music and dance. The arts are presented as an integral part of a strong academic program. The focus of the program is on enhancing academic achievement and encouraging excellence in the development of a student's special talents. **There are entrance requirements for this magnet program.**

## **Phillip O. Berry Academy of Technology (9-12)**

Berry Academy provides a rigorous core academic curriculum as well as relevant technical offerings specific to Academic Career Pathways found in three academy clusters: the Academy of Engineering (for students interested in Architectural Technology, Auto Service Technology, Construction Technology, Electronics Technology, Motorsports Engineering (NAF), Pre-Engineering (Project Lead the Way); the Academy of Information Technology & Computer Science (for students interested in Computer Engineering Technology, Computer Programming, Computer Network Engineering, Graphics/Video Editing, Web Development); and, the Academy of Medical Sciences and Biotechnology (for students interested in Biotechnology, Health Information Technology, Medical and Allied Health). There is a focus on the practical application of skills and concepts found in each Academy Career Pathway. More than 40 career and technical education courses are offered within the three Career Academies. Teachers at Phillip O. Berry Academy of Technology facilitate and differentiate instruction to address the learning styles of all students within a school culture that values and honors all students. The school's mission is to provide an education centered on a rigorous and relevant curriculum with focused human relations between students, parents, staff and community. **There are entrance requirements for this magnet program.**



# Special Recognitions/Advanced Placement

## North Carolina Academic Scholars Program

The following revised plan is effective for students who enter the ninth grade for the first time on or after August 2003.

Students must:

- begin planning for the program *before* entering grade 9 to ensure they obtain the most flexibility in their courses.
- complete all the requirements of this North Carolina Academic Scholars Program.
- have an overall four-year unweighted grade point average of 3.5.
- complete all requirements for a North Carolina high school diploma.

Credits	The following designated number of credits per subject listed below <i>must</i> be taken in grades 9-12.
4	English Language Arts I, II, III, IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)
2	Languages other than English (two credits of the same language)
1	Health/Physical Education
1	Career and Technical Education
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)
5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)
24	Note: Adopted by the State Board of Education in August 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003 - 2004.

## AP® Scholars Awards Programs

Each year, the College Board recognizes high school students who have demonstrated college-level achievement through Advanced Placement courses and exams. Recipients receive an award certificate and notation is made on AP Grade Reports sent to colleges the following fall. (Students do not receive any monetary award from the College Board.)

### AP Scholar

Awarded to students who receive grades of 3 or higher on three or more AP exams.

### AP Scholar with Honor

Awarded to students who receive an average grade of at least 3.25 on all AP Exams taken, **and** grades of 3 or higher on four or more of these exams.

## \*\*International Baccalaureate (IB) Diploma

Language A1	First language, including the study of selections from World Literature
Language A2, B, <i>Ab initio</i>	Second modern language, Latin, Classical Greek
Individuals and Societies	History, Geography, Economics, Philosophy, Psychology, Social Anthropology, Business and Organization, Information Technology in a Global Society, History of the Islamic World
Experimental Sciences	Biology, Chemistry, Physics, Environmental Systems, Design Technology
Mathematics	Mathematics HL, Mathematical Studies, Mathematical Methods, Advanced Mathematics SL, Computer Science
Arts and Electives	Art/Design, Music, Theatre Arts, a second subject from Individuals and Societies or Experimental Sciences, a third modern language, a school-based syllabus approved by the IBO

*\*\*Candidates are required to take five exams from six areas. At least three and not more than four of the six subjects must be taken at Higher Level and the others at Standard Level. Each examination is graded on a scale of 1 (minimum) to 7 (maximum). The IB diploma is awarded to candidates who have a minimum total of 24 points and satisfactory completion of three additional requirements: Extended Essay of some 4000 words; Theory of Knowledge (ToK); and the compulsory participation in CAS-Creativity, Action and Service to the community. The maximum score of 45 points includes three points for the combination of the extended essay and work in ToK.*

## Charlotte-Mecklenburg Scholars

Effective for students entering ninth grade in 2005

Credits	
4	English I, II, III, IV
4	Science (must include one second level science or one AP/IB level or one college-level science course)
4	Mathematics (must include at least one mathematics beyond Algebra II)
4	Foreign Language (four levels of one language or two levels of two different languages)
4	Social Studies (Civics/Economics, US History, World History, and one second level or one AP/IB or one college-level social studies course)
1	Health/Physical Education
1	Arts Education
8	Electives
<b>30 TOTAL CREDITS</b> An overall unweighted GPA of 3.5 is required (at end of 1st semester of 12th grade)	

### AP Scholar with Distinction

Awarded to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on 5 or more of these exams.

### AP State Scholar

Awarded to the one male and one female student in each U.S. state and the District of Columbia with grades of 3 or higher on the greatest number of AP exams, **and then** the highest average grade (at least 3.5) on all AP Exams taken.

### National AP Scholar

Awarded to students in the U.S. who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

# Special Recognitions/Advanced Placement, cont.

## APID - Advanced Placement International Diploma

The Advanced Placement International Diploma is a globally recognized certificate awarded to students with exceptional achievement on AP Exams across several disciplines. It is available to CMS students applying to universities outside of the country. To earn an APID, students must indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the U.S.

### APID Criteria:

- Two AP Exams from two different languages selected from English and/or world languages.
- One AP Exam designated as offering a global perspective.
- One exam from the sciences or mathematics content area.
- One or two additional exams from any content area except English and world languages.

For additional information, go to [www.collegeboard.com/student/testing/ap/exgrd\\_intl.html](http://www.collegeboard.com/student/testing/ap/exgrd_intl.html)

## Advanced Placement Recommendations For Ninth and Tenth Grade Students

Ninth and tenth grade students who are prepared for the challenge, rigor, and intensity of Advanced Placement (AP) courses can and should register for these classes. In fact, by taking an AP course in their ninth or tenth grade years, students are given an early opportunity to experience this level of work. Therefore, when they are able to register for multiple AP classes, they will have a better understanding of the expectations and work load in an Advanced Placement class. Because of the North Carolina Standard Course of Study as well as state requirements for each grade level, courses that these students can select are limited. Students and parents should work with their school counselor to determine the Advanced Placement opportunities available to them.

## Expectations of AP Courses

1. Intense reading and writing assignments
2. Additional research and study necessary to analyze all the material covered in the course
3. Student's desire and ability to work independently and push him/herself academically and intellectually
4. Engagement in the study of subject matter beyond just learning facts – in-depth analysis and synthesis of material
5. Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously.

### There are specific subject area/individual course expectations. The student –

**Arts** – demonstrates originality and inventiveness in work; is open to more than one perspective or viewpoint; takes creative ideas to fruition

**Computer Science** – demonstrates a working knowledge of computer programming

**English** – reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres

**Global Studies** – constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view

**Math** – problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, algebraic, numeric, tabular, and verbal representations of functions and relations

**Sciences** – demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports

**World Languages** – demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures

## Notes:

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# Special Programs

## **AVID - Advancement Via Individual Determination**

**AVID** is an in-school academic support program that prepares students for college eligibility and success. This college preparatory program targets students in the academic middle who have the desire to go to college and the willingness to work hard. **AVID** moves students into more challenging courses and enrolls them in an **AVID** elective. In this class, students use Writing, Inquiry, Collaboration, and Reading (WICR) strategies to improve organizational skills, academic performance, and critical thinking. Students get support through academic coaching from peers, tutors, and teachers.

### **AVID's mission is that students in the program will:**

- Succeed in rigorous curriculum
- Enter mainstream activities of the school
- Become educated and responsible participants/leaders in a democratic society

### **Students Must:**

- Have the desire and determination to go to college
- Have a GPA between 2.0 and 3.5
- Have average to high test scores
- Commit to enrollment in academically rigorous courses appropriate for the student

The **AVID** program is available to students in grades 6-12.

## **Drivers' Education**

Drivers' Education is a state-funded program consisting of 30 hours of classroom instruction and 6 hours of behind-the-wheel training offered to all eligible students one time free of charge. CMS Driver Education is designed and dedicated to prepare our students for a lifelong skill that greatly enhances their quality of life. The goal of CMS Driver Education is to provide each student driver the psychomotor skills and mental attitudes required to become the most competent, skillful, responsible driver possible. This serves as a base for parents to continue the instruction of their young driver in developing the necessary knowledge, skill, and attitude needed to become a safe driver. The program is offered monthly at all CMS high school campuses after the regular school day; during the summer at most CMS high schools and during school vacations and on Saturdays at selected CMS high school locations. All CMS high schools have a Driver Education site coordinator who can be contacted for further information.

To be eligible to enroll, a student must:

- Be at least 14.5 years old but less than 18 years old on the first day of the desired class.
- Be actively enrolled in a public, private, charter or licensed home school in Mecklenburg County.
- Not have had Driver Education before.
- Agree to comply with the CMS Code of Conduct.

A proficiency test may be offered to students who are at least 16 years of age or who have transferred from another state and possess a valid level one graduated driver license (GDL). Eligible students may enroll in the classroom phase by contacting their CMS

high school DE site coordinator or by calling the CMS driving school contractor – currently Jordan Driving School at 704-566-9900. If a student is removed from the program for disciplinary reasons or drops out for any reason, the student will have to make arrangements to finish their training through a commercially licensed school at their own expense.

Please visit the CMS Driver Education web page at:

<http://www.cms.k12.nc.us/departments/drivered/index.asp>

## **Exploring Grades 9-12**

Exploring, a division of the Boy Scouts of America, is a program providing any student in grades 9-12 an opportunity to examine career areas by attending monthly night meetings in the workplace. Adult Explorer Leaders supervise and plan activities that give students a "feel" of a specific career interest. Exploring is unpaid. If successfully completed, students will receive one half (.5) unit of credit. However, it will not count as credit toward graduation or the student's GPA. Students may participate in more than one Exploring post while in high school.

## **JROTC**

The CMS JROTC Program emphasizes character education, student achievement, wellness, leadership, citizenship, service to community and diversity. Its focus is reflected in its mission "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while fostering in each school a more constructive and disciplined learning environment. The attributes of self-discipline, teamwork, self-confidence, responsiveness to constituted authority and patriotism are developed. Integrated-curricular activities include drill teams, rifle teams, adventure training teams, athletic/orienteering/academic competitions, community parades, summer camps and field trips to Service installations and national historical sites. Each cadet is issued a uniform, earns leadership promotions and has the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the Services at no cost to the student. There is no military obligation as a result of participation in JROTC. Last years' CMS JROTC students had a 98% on time graduation rate and received \$7.2 million in scholarships and appointments to Service Academies.

**Air Force JROTC (Aerospace Science):** East Mecklenburg, Independence, North Mecklenburg, Vance, West Mecklenburg

### **Aerospace Science I, II, III, & IV**

Includes instruction in Air Force history, weather, principles of flight, global and cultural studies, space exploration, astronomy, military organizations, leadership, character education, communication skills, and military drill. Students in the Air Force JROTC program have increased opportunities for appointment to the Air Force Academy and ROTC scholarships. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, and IV require the successful completion of the previous levels and Senior Air Science Instructor approval.*

# Special Programs, cont.

**Army JROTC (Military Science):** Ardrey Kell, Berry, Butler, Garinger, Harding, Hopewell, Mallard Creek, Military and Global Leadership Magnet at Marie G. Davis, Myers Park, Olympic, Waddell, West Charlotte

## **Military Science I, II, III & IV**

Includes instruction in Army history, leadership and managerial skills, map reading, character development, effective communication skills, goal setting and time management, military drill and ceremonies. Students in the Army JROTC program have increased opportunity for Service Academy appointments and ROTC scholarships. Each level in the courses offers continuation of the previous subjects and increased opportunities for leadership development in the art of decision making and problem solving. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, and IV require the successful completion of the previous levels and Senior Army Instructor approval.*

**Navy JROTC (Naval Science):** Providence, South Mecklenburg  
**Naval Science I, II, III & IV**

Includes instruction in Navy history, astronomy, oceanography, nautical navigation, shipboard life, ship construction, weather, military organizations, courtesies and customs, and military drill. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, and IV require the successful completion of the previous levels and Senior Naval Science Instructor approval.*

**Marine Corps JROTC (Military Science):** Ardrey Kell  
**MCJROTC I, II, III & IV**

Includes instruction in Marine Corps history, leadership, land navigation, map reading, character development, national security, military organizations, customs and courtesies, military drill and ceremonies. Students in the MCJROTC Program have increased opportunities for ROTC scholarships and academy appointments. Each level in the courses offers continuation of the previous subjects and increased opportunities for the development of leadership and managerial skills. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, IV require the successful completion of the previous levels and Senior Marine Instructor approval.*

## **CMS JROTC Honors III & IV:**

*Available at: AK, PBAT, B, EM, G, H, HH, I, MC, MP, NM, O, P, SM, V, W, WC, WM*

## **CMS JROTC Honors**

Curriculum builds upon previous JROTC I, II, Leadership and Management courses. The focus is on short and long range planning, decision-making skills, coordination, control and execution of cadet organization activities. It stresses communication skills, composition, a research based essay project, product and oral presentation. *Prerequisites: Successful completion of JROTC II or III respectively, application to and interview by JROTC Leadership Board, and approval by the Senior Service Instructor. NJROTC cadets need to also be enrolled in a Leadership Lab course.*

## **JROTC Leadership Lab**

*Available at: AK, PBAT, B, EM, G, H, HH, I, MC, MD, MP, NM, O, P, SM, V, W, WC, WM*

Provides instruction in a field and laboratory environment designed to develop leadership, managerial and character education skills through teambuilding exercises, staff work, role modeling, field training exercises and service learning projects. Each level is more advanced, challenging and requires higher skill levels for mastery. *Prerequisite: AJROTC, AFJROTC, MCJROTC, NJROTC. Senior Instructor approval, 10th, 11th, 12th grade*

## **CTE Academies (9-12)**

**For full course descriptions of the Academies see your Career Development Coordinator.**

*The academies listed below are affiliated with the National Academy Foundation in New York, New York.*

### **Academy of Engineering-Motorsports**

**Phillip O. Berry, Hopewell, Mallard Creek and Vance**

This career academy prepares students for post-secondary education and careers through a theme-based, contextualized curriculum approach. Academic learning experiences are combined with a project based curriculum designed to help students develop the thinking and problem-solving skills so critical to postsecondary education and career success. The Academy of Engineering was developed in collaboration with Project Lead The Way (PLTW) and the National Action Council for Minorities in Engineering (NACME).

### **Academy of Finance**

**International Business and Communications**

### **School at Olympic**

This career academy provides a concentrated study of the financial services industry with specialized courses in finance, on-the-job summer internships and numerous enrichment activities. Courses cover economics, taxation, budgeting, labor management relations and international trade.

### **Academy of Information Technology**

#### **Philip O. Berry**

This career academy introduces students to the broad career opportunities in today's digital workplace and, in the process, equips them with the personal, analytical, technical and communications skills they need. Specialized classes in information technology, on-the-job summer internships and numerous enrichment activities give students opportunities for an in-depth study of the information technology industry.

## **CPCC Academies- (11-12) Juniors and Seniors**

### **Automotive/Motorsports Academy**

This career academy centers on the basic repair skills that are used in the automotive and motorsports industries. Courses in automotive and race car technology are offered at the North Campus. Students will earn college credits toward degrees in automotive, race car technology and engineering.

# Special Programs, cont.

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## **Construction Management Academy**

This career academy prepares students for career entry as general contractors, foremen or assistant construction superintendents. Construction Management Courses are taken at CPCC-Harper Campus. Students can earn college credits toward degrees in engineering, construction management and related fields and elective credits in high school.

## **Criminal Justice Academy**

This career academy centers instruction on planning, managing and providing corrective, security and protective, legal and homeland security services. Criminal Justice courses are offered at the CPCC-North Campus. Students participate in the Law Enforcement Exploring Post and a summer internship after their junior year.

## **Teacher Cadet Courses**

### **Teacher Cadet I & II**

Teacher Cadet courses, available to juniors and seniors only, are elective courses designed to encourage students to consider a career as a professional educator. These courses provide the student with a pre-college look at the teaching profession and help them determine if this is a career path they wish to follow as well as making them familiar with research on the teaching profession, issues of cultural diversity, teaching methodologies, and an actual guided teaching experience.

## **English as a Second Language (ESL) Program**

Charlotte-Mecklenburg Schools provides the English as a Second Language program (ESL) at all middle schools. To be eligible for the ESL program, students must have a language other than English in their background and qualify for services based on the WIDA Access Placement Test (W-APT). ESL program goals are to help students obtain English language proficiency and to meet age and grade appropriate academic achievement standards for grade promotion and graduation. ESL classes are taught in English. Special instructional materials are provided.

### **ESL Language Arts Classes:**

Students are grouped by English ability into Newcomer, Level 1, and Level 2 English Language Arts courses. These courses follow the Standard Course of Study for English Language Arts and the North Carolina WIDA English Language Proficiency Standards. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and simplified language to meet the needs of the English language learner.

### **ESL Reading & Writing Classes:**

Students are grouped by English ability into Newcomer, Level 1, or Level 2 ESL Reading and Writing courses. Small group instruction follows the North Carolina WIDA English Language Proficiency Standards to develop listening, speaking, reading and writing skills in English.

### **Sheltered Instruction: SIOP Courses:**

Sheltered Instruction promotes academic achievement for English Learners by providing grade-level, content-area concepts while simultaneously developing English language proficiency. Sheltered Instruction techniques include: emphasis on key vocabulary, use of group work and hands-on activities, use of supplementary materials (visuals, bilingual dictionaries), teacher modeling, multimedia tools, demonstrations, and explicit instruction of the English language together with academic content.

# Special Programs, cont.

<b>ESL and Sheltered Content Courses for High School English Language Learners</b>			
<b>Reading &amp; Writing ESL: Newcomers</b>	<b>Reading &amp; Writing: Level 1</b>	<b>Reading &amp; Writing: Level 2</b>	
Reading/Writing 9 ESL Newcomer Reading/Writing 10 ESL Newcomer Reading/Writing 11 ESL Newcomer Reading/Writing 12 ESL Newcomer	Reading/Writing 9 ESL Level 1 Reading/Writing 10 ESL Level 1 Reading/Writing 11 ESL Level 1 Reading/Writing 12 ESL Level 1	Reading/Writing 9 ESL Level 2 Reading/Writing 10 ESL Level 2 Reading/Writing 11 ESL Level 2 Reading/Writing 12 ESL Level 2	
<b>English Language Arts: Newcomers</b>	<b>English Language Arts: Level 1</b>	<b>English Language Arts: Level 2</b>	
English I ESL Newcomer English II ESL Newcomer English III ESL Newcomer English IV ESL Newcomer	English I ESL Level 1 English II ESL Level 1 English III ESL Level 1 English IV ESL Level 1	English I ESL Level 2 English II ESL Level 2 English III ESL Level 2 English IV ESL Level 2	
<b>Elective English Language Development Courses for Students with Interrupted Formed Education (SIFE)</b>			
10382093 ESL SIFE 10382094 R/W SIFE			
<b>Sheltered Language Arts Courses</b>	<b>Sheltered Language Arts Courses</b>	<b>Sheltered Science Courses</b>	<b>Sheltered Social Studies Courses</b>
English I SIOP English II SIOP English III SIOP English IV SIOP Foundations of English SIOP Fundamentals of Composition SIOP Study Skills SIOP Resource Lab SIOP	Introductory SIOP Algebra I-A SIOP Algebra I-B SIOP Algebra I SIOP Geometry SIOP Tech Math I SIOP Tech Math II SIOP Resource Lab SIOP	Physical Science SIOP Biology SIOP Greenhouse Biology SIOP Earth & Environmental SIOP Resource Lab SIOP	US History SIOP World History SIOP Civics & Economics SIOP Law Rel Studies SIOP Cont Issues in NC SIOP Resource Lab SIOP

# CMS High School Policies

All Charlotte-Mecklenburg School Board Policies and Regulations can be accessed from the CMS Homepage. Click on Board of Education then Policies. Click on Board Policies. That takes you to the CMS School Board Policies Microscribe OnLine page. You may use the Table of Contents or Search (by topic of specific policy/regulation reference) from that point.

## High School Graduation Policy

Beginning with students entering the 9th grade for the first time in the 2009-2010 school year (the graduating class of 2013), in order to receive a CMS/North Carolina high school diploma, a student in the Future Ready Core Plus or Occupational courses of study must earn a total of twenty-four (24) required credits (see Policy IKF, Graduation Requirements) and demonstrate proficiency on the Test of Computer Skills. Students in the graduating class of 2008 and 2009 must also pass the NC Competency Test. In addition, beginning with students entering the 9th grade in 2006 (the graduating class of 2010), students must also satisfy graduation standards adopted by the State Board of Education in May 2005. In order to meet these standards, students in the identified courses of study must score at Level III or IV on the NC End of Course (EOC) tests in English I, U.S. History, Biology, Civics and Economics, and Algebra I. The standards also include retesting and review procedures for students who score below Level III on any of these tests. Additionally, students (except for students in the Occupational Course of Study) must successfully complete a North Carolina Graduation Project which consists of a research paper, oral presentation before a review board, student-generated product and portfolio of documents.

## Determination of Applicable Graduation Requirements and Graduating Class

For purposes of determining graduation requirements, each student is assigned to a graduating class when the student first enters ninth grade. In order to graduate from high school, the student must meet the CMS graduation requirements in effect for that particular class. This provision applies to a student who graduates before or after the graduating class to which the student was assigned upon entering the ninth grade.

## Grade Point Average/Class Ranking - IKC-R

### I. Grade Point Average (GPA)

#### A. Computation

1. The following courses are included in calculation of GPA:
  - a. Coursework attempted in CMS in grades 9 through 12, unless the course is one that is specifically exempted from inclusion in GPA: The coursework may be taken during the regular or extended year term, or at an alternative school site;
  - b. Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution<sup>2</sup>;
  - c. Courses taken in accredited educational institutions before the student enrolled in CMS;
  - d. New coursework taken at accredited non-CMS

educational institutions that is necessary for the student to satisfy a graduation requirement and is not reasonably available to the student within CMS (see IKF-R for additional information on this requirement);

- e. New coursework taken at accredited non-CMS educational institutions that the principal and the superintendent's designee approve for inclusion as a graduation requirement, as set forth in IKF-R;
  - f. Institutions of higher education that are included in an articulation agreement or memorandum of understanding between the institution and CMS regarding courses for which students may receive credit towards graduation.
2. The following courses are not included in calculation of GPA:
    - a. Courses transferred from home schools (effective with the 2003 – 04 school year);
    - b. Courses transferred from non-accredited schools (effective with the 2003 – 04 school year);
    - c. New coursework taken by CMS students at accredited non-CMS institutions that does not meet the criteria set forth above for inclusion in graduation requirements.
    - d. CMS courses noted as not being included in the GPA calculation in the current year's High School Planning Guide.
  3. The number of quality points a student may earn for a particular course is determined by a combination of the student's grade in the course and the academic level of the course, as follows:

Final Course Grade	ACADEMIC COURSE LEVEL		
	Standard	Honors/college courses identified in Comprehensive Articulation Agreement	Advanced Placement/ International Baccalaureate/ higher-level college courses identified in Comprehensive Articulation Agreement
	TOTAL QUALITY POINTS		
	(Unweighted)	(Weighted)	(Weighted)
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

4. As set forth in Policy IKF, "Graduation Requirements," course requirements for AP and IB courses include taking the appropriate AP or IB exam. One letter grade will be deducted from the final course grade of a student in an AP or IB course who does not take the



required exam.<sup>3,4</sup> This provision does not apply to a student who, because of extenuating circumstances, does not take an AP or IB exam.<sup>3</sup> This provision shall become effective at the beginning of the 2001-2002 school year.

5. The number of quality points used in the GPA calculation formula shall be based upon the final course grade in all cases where the final course grade is available. If the final course grade has not yet been awarded, the alternate final mark (i.e. the mid-term grade in an A/B day course) shall be used to determine the number of quality points.
6. To determine an unweighted GPA, total quality points (disregarding the additional quality points awarded for upper level courses) is divided by the total number of semesters attempted.
7. To determine a weighted GPA, total quality points (weighted and unweighted) is divided by the number of semesters attempted.
8. A GPA calculated at mid-term is an Interim GPA. An Interim GPA is based upon all final course grades and, for courses in progress, the alternate final marks.
9. At the end of the school term, after final course grades have been awarded, for purposes of calculating an End-of-year GPA the alternate final marks are converted to final course grades, which are then used as grades for both first and second semesters in the GPA calculation formula.
10. GPA will be computed to the thousandth of a percent and rounded to the nearest hundredth. Place values beyond the rounded hundredth's place will not be considered as part of the GPA.<sup>4</sup>

### B. Schedule for Calculating GPA

1. A student's end-of-year weighted GPA will be calculated at the end of grades nine through twelve, using final course grades.
2. An interim weighted GPA will be calculated at the end of first semester for all high school students and posted to students' transcripts.  
*For students who transfer to CMS after beginning 9th grade in a different school district or a private school, all previously awarded grades are converted to the CMS grading scale (no pluses or minuses) and quality points are assigned accordingly. The Grade Point Average (GPA) and class rank are then calculated using the CMS grading and quality point scale.*

## II. Rank in Class

### A. Students Eligible to Ranked

1. All students enrolled in a school at the time class ranks are calculated will be included in the class ranking.
2. In order to be eligible to be Valedictorian or Salutatorian at a particular high school, a student must have been enrolled at that school and have been a member of the class with which he or she is being ranked from the beginning of second semester of the school year preceding the student's senior year. If a student is graduating early, the student

must have been enrolled at the school from the beginning of second semester of his or her tenth grade year.

### B. Computation

1. Class rank will be determined by ranking all students numerically by weighted GPA. The student(s) with the highest average will be assigned a rank of number one (1) in the class. The student(s) with the second highest average will be assigned the next highest rank. Students who have the same GPA will have the same rank in class.
2. All high schools will determine Junior Marshals by ranking students according to the weighted GPA's calculated at the beginning of first semester of the students' junior year.
3. Effective with the graduating class of 2003, all high schools will determine honor graduates (Valedictorian and Salutatorian) by ranking Seniors according to the weighted GPA's calculated at the end of second semester of the students' senior year.
4. All students who share the top ranking will share the title of Valedictorian. All students who share the next highest ranking will share the title of Salutatorian.

### C. Schedule for Determining Class Rank

Class rank shall be run according to the following schedule:

#### Grading/Assessment Systems — IKA-R

(reference to high school section only; entire regulation can be viewed at the CMS website, [www.cms.k12.nc.us](http://www.cms.k12.nc.us))

Grade 9	End of first semester
Grade 10	On the 15th school day
Grade 11	On the 15th school day End of first semester
Grade 12	On the 15th school day End of first semester End of second semester

## III. High School Grading Scale

In each course, the academic grade a student earns shall reflect the student's achievement of grade level expectations and satisfaction of attendance requirements. Letter grades will be used for all courses. Plus (+) and minus (-) signs will not be used.

In each course, the conduct grade a student earns shall reflect the grade level expectations for work, study, and social habits. The conduct grade shall be determined independently of the content area grade.

### A. Grading Scale for Grades 9-12:

1. Academic Progress
 

A	=	93-100	Excellent Performance
B	=	85-92	Very Good Performance
C	=	77-84	Satisfactory Performance
D	=	70-76	Inconsistent, Low Performance
F	=	Below 70	Unsatisfactory Performance or Excessive Absences
I	=	Incomplete	Student has not fulfilled the course requirements. Note: Incompletes are to be awarded only in situations when students have been unable to complete course requirements because of circumstances beyond their control. Principals must



approve awarding a student an Incomplete. At the end of first semester, an "I" will revert to an "F" if course requirements are not met within 30 days. Except for seniors, at the end of second semester, an "I" will revert to an "F" if course requirements are not met within ten days of the last day of school. For seniors, no "I's" will be awarded at the end of second semester. These time limits may be extended in extenuating circumstances.

2. In a year long course, the final grade shall be based on the formula: Semester 1 (37.50%) + Semester 2 (37.50%) + Final examination (25%) = year grade. The examination grade is the numeric score on the EOC, VoCATS, or the teacher-made comprehensive examination.
3. In an Advanced Placement or International Baccalaureate course the final grade shall be based on the formula: Semester 1 (50.00%) + Semester 2 (50.00%) = final grade. If a student fails to take the AP or IB exam, the student must take a teacher-provided exam. In this case the student's final grade shall be determined according to the formula set forth in paragraph 2. Circumstances in which the student may be excused from taking the AP or IB exam are set forth in Regulation IKAA-R.

#### **B. Conduct Grading Scale:**

- 1 = Excellent
- 2 = Acceptable
- 3 = Needs Improvement
- 4 = Unsatisfactory

### **IV. High School Schedule Changes**

#### **A. Student Initiated Course Changes**

1. A student will not be penalized for a non-administrative course schedule change that is approved according to the following schedule:
  - a. For courses that meet on an "A/B" schedule: within the first twenty school days of the beginning of a course;
  - b. For courses that meet on a "4x4" schedule: within the first ten school days of the beginning of the course.
2. For college courses, the district will follow the schedule for course drops used by the college.
3. A student will receive a grade of "F" in a course for which a non-administrative course schedule change is made after the deadline established in paragraph 1 above.
4. A non-administrative schedule changes includes actions by a student or a parent to drop or withdraw from a course.

#### **B. Administrative Courses Changes**

1. The administration may initiate a student course change at any point without penalty to a student. Such administrative actions include rescheduling a student to a different section of a course or removing a student from a course ("dropping" a course).
2. Administratively initiated schedule changes from one section of a course to another or to a more advanced course should be allowed at the discretion of the principal.

3. Administratively initiated course drops should be made only for the welfare of the student and in compelling circumstances that are beyond the control of the student or his or her parents. Such circumstances include but are not limited to the following:
  - a. The student is or has been seriously ill for an extended period of time;
  - b. The student has been in an accident and suffered severe,debilitating injuries; or
  - c. The student suffers from psychological problems or a mental illness and is under the care of a mental health professional.
  - d. After the student has enrolled in the course, the student is assessed for learning difficulties or academic weaknesses, and the student is identified as being learning disabled or certified as an Exceptional Child.
  - e. The student was inappropriately placed in a course after having transferred into the district and enrolled in school before his or her records were received and reviewed for proper course placement.

In the circumstances set forth in subsections a – d, above, the student's health problems or learning disabilities must affect the student's ability to fulfill the requirements of the course. The principal must have written documentation from the student's physician or treatment professional of the condition that has resulted in the student's inability to successfully complete course requirements.

### **V. Schedule Changes for Courses for which the state requires an End of Course Test, VoCATS or CTE post-assessment.**

#### **A. Student Initiated Course Changes**

Student initiated schedule changes for the courses described above shall follow the guidelines set forth in Section IV. A, above.

#### **B. Administrative Course Changes**

A student enrolled in one of the courses described above may be dropped from the course after the first twenty school days only upon satisfaction of the guidelines set forth in Section IV. B, ad upon notification and approval from the CMS Department of Assessment, Planning and Technical Support (APTS). For CTE courses, notification must also be given to the CMS CTE department. The principal must review each case and assure that the reasons for the student's withdrawal from the course are documented. Other requirements may be established by APTS and the NC Department of Public Instruction.

# Credits for Graduation

## One-credit Courses

In grades nine through twelve, one unit of credit will be awarded for the satisfactory completion of a course that consists of 135 instructional hours. "Satisfactory completion" means that a student achieved a passing (70 or above) final course grade calculated from grades from the first and second semesters, an End of Course test, or exams. Once having been awarded a credit in a course, a student may not repeat the same course for credit.

Generally, only whole credits will be awarded for one-credit courses; partial or one-half units of credit will not be awarded for completion of only part of a one-credit course. However, in extenuating circumstances a student may be awarded one-half unit of elective credit for completion of one-half of a one-credit course. In all cases, this exception may be applied only in rare situations and only with the explicit approval of the principal. Examples of circumstances that qualify for this exception include but are not limited to:

1. When students transfer into CMS after completing one-half of a course and are not able to complete the second half of the course because of scheduling limitations or lack of course availability.
2. When students change schools after completing one-half of a course and are not able to complete the second half of the course because of scheduling limitations or lack of course availability.
3. When a student's schedule must be changed at the end of first semester so he/she is able to make-up a credit necessary for graduation and is therefore not able to complete the second half of the course because of scheduling limitations.

## Middle School Courses

Effective for students enrolled in middle school in the 2009-2010 school year, students will be awarded graduation credit for high school courses in mathematics, science and foreign language taken while in grades 6 – 8 if the following requirements are satisfied: Courses must consist of the requisite number of instructional hours, as set forth in Section A, above;

1. For courses that have an End of Course test (EOC), middle school students must make a Level III or IV on the EOC to receive course credit;
2. Only whole credits will be awarded for high school courses taken in middle school; therefore, students will not receive one-half credit for passing only one-half of a two-year course;
3. Courses must include comprehensive exams (a teacher-made exam or an EOC in courses for which the state has developed an EOC) that count for 25% of the final course grade.

**Note: These credits may include some courses taken in the 2005/2006 and 2006/2007 school years if the above requirements are met.**

As set forth above in Section A, students may not receive credit for the same course two times; therefore, students who receive graduation credit for a high school course taken in middle school may not

receive credit if the course is repeated in grades 9 – 12. In addition, high school courses taken in middle school do not accrue quality points; therefore grades in these courses are not included in high school grade point average calculations.

## Credits Earned While Studying Abroad

CMS will encourage and facilitate opportunities for students to pursue their high school education in foreign countries by recruiting students, providing information about study abroad opportunities, and developing partnerships with foreign schools or governmental agencies.

1. CMS students who wish to receive high school credit for courses taken in a foreign country during the school year must withdraw from CMS and enroll in a school or other approved program in a foreign country. Students will be awarded credit for credits earned abroad upon their reenrollment in CMS, according to the procedures outlined below.
2. Students are encouraged to arrange their course schedules and procedures for transfer of credits before withdrawing from CMS.
3. If students are enrolled in a program or school which CMS has an MOU or in a school in a country with which CMS has an MOU with a governmental agency, upon re-enrollment, credits will be evaluated and acknowledged as follows:
  - a. the Superintendent's designee, along with a high school counselor will evaluate and convert credits earned while abroad to CMS credit units;
  - b. CMS will accept grades for course work and award credit based on successful completion of course work;
  - c. course work and credits will be included on the student's CMS transcript and included in grade point average (GPA) calculations;
  - d. the course work will count towards satisfaction of CMS and NC graduation requirements. In order to determine if a course fulfills a specific state or local graduation requirement, the principal or the Superintendent's designee may require that a student provide course curriculum and content descriptions for evaluation by a CMS curriculum content specialist.
4. Students must meet the End of Course tests requirements for graduation and complete a Graduation Project. Schools are encouraged to allow students who study abroad during their junior or senior year in high school to use their study abroad experience as the basis for their Graduation Project.
5. If a student enrolls in a program or school with which CMS does not have an agreement, the student (either before or after enrolling in the program) may correspond with the principal, who will consult with the CMS Study Abroad coordinator to make arrangements for transferring credits upon his/her reenrollment in CMS.

# Want to go to college? Follow these steps...

## Plan Ahead: Know the Criteria for College Entrance and Scholarship Competition

If you plan to attend a four-year college or university or a community college, you should enroll in a **College/University Prep, College Tech Prep** or **Dual** course of study. Either is designed to prepare you for higher education. If your interests and career goals change, you may make adjustments in your choice of programs. Some of the most common criteria include:

**Courses Taken:** You will need to take the most challenging courses in high school in which you can succeed, courses that meet admissions requirements and prepare you for college level work. If you plan to attend a community college for a technical program, be sure to follow a College Tech Prep course of study. Consider earning college credit through Advanced Placement, International Baccalaureate or College Experience courses. These paths will provide you with opportunities for advanced credit and scholarships.

**Grades:** Work hard and be prepared for class each day. Seek help when you need to from your family, teachers, and school counselors.

**SAT I or ACT Scores:** Challenging classes and reading each day will help boost your scores! The SAT Reasoning Test or the American College Test (ACT) is required for admission to most four-year colleges and universities. It is recommended that you take the SAT Reasoning Test and/or ACT twice beginning in the Spring of your junior year. Most colleges will accept the highest combination of scores on either test even if they were achieved on different test dates. Some colleges and universities also require you to take the SAT Subject Tests. You should review the specific admission requirements for the colleges that you are considering. Community colleges do not require either the SAT Reasoning Test or ACT for admission. However, they will require you to take a placement test in reading and math.

**Class Rank:** Grade point average (GPA) and class rank are calculated twice each school year beginning in the 9th grade.

**School and Community Activities:** Leadership development and community service are particularly important when you compete for scholarships. Well chosen activities in which you have a genuine interest and which require significant time and energy are more important than a long list of activities.

**Recommendations:** Build strong, positive relationships with your teachers, school counselors and administrators, coaches, club advisors, and other adults in the community. Recommendations are required for most scholarships and by some colleges.

**Essays, Interviews:** Reading widely and taking electives in English, social studies, and marketing education will improve your writing and speaking abilities.

## Complete These Yearly Tasks:

### Freshman Year - Grade 9

- Talk with your parents and school counselor about future plans. Put your plan in writing and update yearly.
- Review and update your Career Development Plan.
- Select a course of study. College Prep, College Tech Prep, Dual, Career Prep or Occupational.
- Review college entrance requirements.

- Take challenging classes that prepare you for college.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that honors/AP/IB classes earn extra quality points. Attendance is also reported on your high school transcript.
- Take the PSAT.
- Explore careers (job shadowing, interest inventory).
- Attend National College Fair/Career Expo with your parents. It is usually held in the spring.
- Participate in extracurricular activities. Keep a record of them.

### Sophomore Year - Grade 10

- Review your selection of high school courses, keeping in mind your selected course of study and college entrance requirements.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers. Second semester you are eligible to participate in the Academic Internship Program.
- Update your Educational and Career Planning Portfolio.
- Do well in all courses to maintain or improve your grade point average and class rank.
- Take the PSAT.
- Attend National College Fair/Career Expo with your parents.
- Continue involvement in school and community activities and keep a record of them.
- Select challenging courses for your junior year during spring registration. Consider taking Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

### Junior Year - Grade 11

- Renew your commitment to take challenging courses. If you have not yet taken a second language, it is now time to begin one. Most colleges require two years of the same language and recommend that one be taken in the senior year.
- Take the PSAT, which is the qualifying test for the National Merit and National Achievement Scholarships and for the National Hispanic Scholar Recognition Program. You can qualify for these scholarship opportunities only by taking the PSAT in your junior year.
- Make a list of your abilities, interests, needs and goals, and explore your college and career options with your parents and school counselor.
- Make an initial list of colleges and careers that interest you and seek out information about them:
  - Use the Internet or computer software
  - Attend National College Fair/Career Expo in spring.
  - Interview people who have attended colleges in which you are interested.
  - Write to a college for a view book.
  - Visit prospective colleges.
  - Check college websites for specific entrance requirements (tests, courses, timeline).

- Consider a work-based learning opportunity (co-op, youth apprenticeship, internships).
- Sign up at school to talk with college representatives as they visit your school.
- Use this information to compare colleges and careers and to decide which ones best meet your preferences.
- In March or May, take the SAT or ACT and request that the scores be sent to colleges. Registration material is available in your school's counseling department.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in December or January.)
- Investigate sources of financial aid (scholarships, grants, and loans).
- Participate in SAT/ACT preparation activities offered at your school.
- In May or June take SAT Subject Tests examinations if required by the colleges you are considering.
- Take Advanced Placement/IB examinations in May if you were enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Clearinghouse. Information is available in your school's counseling department.
- Plan your senior year schedule to include the remaining courses you need.
- Continue participation in school and community activities; volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin requesting college applications.

### Senior Year - Grade 12

- Take classes that will best prepare you for college level work. Remember, most colleges recommend that you take a math and a foreign language course in your senior year.
- Meet with your school counselor to update your list of post secondary options and narrow your college list down to five.
- If applying to a four-year college for early decision, submit your applications in October or November; try to submit all applications to four-year colleges by December 1. Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request

them. You should turn in your written request to the person designated to furnish transcripts in your school's counseling department **at least two weeks before the transcripts are needed.**

- Attend any Fall College Fairs; continue to meet with college representatives who come to your school.
- Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
- Apply for scholarships. See your counselor for information about scholarships publicized at your school. Visit **[scholarshipplus.com/charmek](http://scholarshipplus.com/charmek)**.
- Take the SAT/ACT again in October or November. Take SAT Subject Test if required by your choice of colleges.
- Visit college campuses; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- Attend financial aid workshop. Look for aid from all possible sources.
- If applying for financial aid, complete and file the FAFSA (Free Application for Federal Student Aid) during January. FAFSA forms are available in the School Counseling office at your school, or use "FAFSA on the Web" — **[www.fafsa.ed.gov](http://www.fafsa.ed.gov)**.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, have an official transcript mailed, take the placement tests, and make an appointment with your community college program counselor.
- In January request that mid-year grades be sent to those colleges requiring them.
- Avoid "senioritis" — stay focused on your course work.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement or International Baccalaureate examinations in May if you were enrolled in those courses.
- Request that a final transcript be sent to the college of your choice.
- Graduate!

## Types of Financial Aid

*A financial aid "package" may include any or a combination of the following:*

**Scholarship** - gift aid which does not have to be repaid usually given to students with outstanding ability in general scholarship, athletics, or the arts. Visit [www.scholarshipplus.com/charmek](http://www.scholarshipplus.com/charmek) for scholarship information.

**Loan** - money borrowed from federal, state, college sources, or commercial banks usually interest free while you are in school. Normally you must begin to repay this loan nine months from leaving from your college or university.

**Work-Study Program** - a federal program which provides part-time employment on campus and in community agencies. Students typically work 10 to 15 hours per week according to their class schedules.

**Campus Job** - employment by the school as a clerical assistant, lab assistant, teaching assistant, tutor, or other role offered as part of a financial aid package.

# GRADUATION REQUIREMENTS EXHIBIT

## IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2009 (9<sup>th</sup> Grade Entry year 2005)

Course of Study	Career Prep	College Tech Prep	College/University Prep	DUAL COLLEGE/UNIVERSITY-COLLEGE TECH PREP	Occupational
<b>Content Area</b>					
<b>English</b>	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> Occupational English I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	<b>4 Credits</b> Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	<b>4 Credits</b> , including • Alg. I, Geometry, Alg II, or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	<b>4 Credits</b> , including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	<b>3 Credits</b> Occupational Mathematics I, II, III
<b>Science</b>	<b>3 Credits</b> Earth/Environmental Science Biology A physical science	<b>3 Credits</b> Earth/Environmental Science Biology A physical science	<b>3 Credits</b> Earth/Environmental Science Biology A physical science	<b>3 Credits</b> Earth/Environmental Science Biology A physical science	<b>2 Credits</b> Occupational Science I, II
<b>Social Studies</b>	<b>3 Credits</b> World History Civics and Economics US History	<b>3 Credits</b> World History Civics and Economics US History	<b>3 Credits</b> World History Civics and Economics US History	<b>3 Credits</b> World History Civics and Economics US History	<b>2 Credits</b> Occupational Social Studies I, II
<b>Additional Science or Social Language*</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>0 Credits</b>
<b>Second Language*</b>	<b>0 Credits</b>	<b>0 Credits</b>	<b>2 Credits (3 recommended);</b> Courses must be in the same second language and 2 credits in high school.	<b>2 Credits (3 recommended);</b> Courses must be in the same second language and 2 credits in high school.	<b>0 Credits</b>
<b>Health &amp; Physical Education</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
<b>Career/Technical Education</b>	<b>4 Credits</b> in Career/Technical Education: 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	<b>4 Credits</b> in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	<b>0 Credits</b>	<b>4 Credits</b> in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	<b>4 Credits</b> in Career/Technical Ed.
<b>Occupational</b>	<b>0 Credits</b>	<b>0 Credits</b>	<b>0 Credits</b>	<b>0 Credits</b>	<b>4 Credits</b> Occupational Preparation I, II, III, IV; and <b>6 Credits</b> Occ Prep Lab: 2 Credits School-based training (300 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
<b>Electives</b>	<b>8 Credits</b>	<b>8 Credits</b>	<b>10 Credits</b>	<b>6 Credits</b>	<b>2 Credits</b>
<b>Totals</b>	<b>28 credits</b>	<b>28 credits</b>	<b>28 credits</b>	<b>28 credits</b>	<b>28 credits</b>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>▪ Show proficiency on the NC Test of Computer Skills and Pass the NC Competency Test</li> <li>▪ The required number of credits in each content area must be earned in grades 9-12, although courses taken in middle school may satisfy specific course requirements.</li> </ul>				

\* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.

Adopted: 4/11/00 Revised: 11/27/01, 7/9/02, 11/11/03



## GRADUATION REQUIREMENTS EXHIBIT

## IKF-E

**CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS** effective with the **CLASS OF 2010** (9<sup>th</sup> Grade Entry year 2006)

Course of Study	Career Prep	College Tech Prep	College/University Prep	DUAL COLLEGE/UNIVERSITY/ COLLEGE TECH PREP	Occupational
<b>Content Area</b>					
<b>English</b>	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
<b>Mathematics</b>	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	3 Credits Occupational Mathematics I, II, III
<b>Science</b>	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	2 Credits Occupational Science I, II
<b>Social Studies</b>	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
<b>Additional Science or Social Studies</b>	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
<b>Second Language*</b>	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	0 Credits
<b>Health &amp; Physical Education</b>	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
<b>Career/Technical</b>	4 Credits in Career/Technical Education; 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline course appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	4 Credits in Career/Technical Ed.
<b>Occupational</b>	0 Credits	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ Prep Lab 2 Credits School-based training (300 hours) and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
<b>Electives</b>	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
<b>Totals</b>	28 credits	28 credits	28 credits	28 credits	28 credits
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Show proficiency on the NC Test of Computer Skills</li> <li>• Must complete a Senior Exit project and score at Level III or IV on the NC End of Course (EOC) tests in English I, US History, Biology, Civics and Economics, and Algebra I.</li> <li>• The required number of credits in each content area must be earned in grades 9-12, although courses taken in middle school may satisfy specific course requirements.</li> </ul>				<ul style="list-style-type: none"> <li>• Computer proficiency as specified in the IEP</li> <li>• No NC Competency Test</li> <li>• Completion of IEP objectives</li> <li>• Career Portfolio required</li> </ul>

\* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.



# GRADUATION REQUIREMENTS EXHIBIT

## IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2011 and 2012 (9th grade entry 2007 and 2008)

Course of Study	Career Prep	College Tech Prep	College/University Prep	DUAL COLLEGE/UNIVERSITY-COLLEGE TECH PREP	Occupational
<b>Content Area</b>					
<b>English</b>	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
<b>Mathematics</b>	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits, including • Alg. I, Geometry, Alg II, or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 <sup>th</sup> math for which Algebra II/Integrated III is a prerequisite	3 Credits Occupational Mathematics I, II, III
<b>Science</b>	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	2 Credits Occupational Science I, II
<b>Social Studies</b>	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
<b>Additional Science or Social Studies</b>	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
<b>Second Language*</b>	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	0 Credits
<b>Health &amp; Physical Education</b>	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
<b>Career/Technical</b>	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	4 Credits in Career/Technical Ed.
<b>Occupational</b>	0 Credits	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ. Prep Lab; 2 Credits School-based training (500 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
<b>Electives</b>	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
<b>Totals</b>	28 credits	28 credits	28 credits	28 credits	28 credits
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>Show proficiency on the NC Test of Computer Skills</li> <li>Must complete a Senior Exit project and score at Level III or IV on the NC End of Course (EOC) tests in English I, US History, Biology, Civics and Economics, and Algebra I.</li> <li>The required number of credits in each content area must be earned in grades 6-12.</li> </ul>				<ul style="list-style-type: none"> <li>Computer proficiency as specified in the IEP</li> <li>No NC Competency Test</li> <li>Completion of IEP objectives</li> <li>Career Portfolio required</li> </ul>

\* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.

## GRADUATION REQUIREMENTS EXHIBIT

IKF-E

### CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS

Effective with the CLASS OF 2013 (9<sup>th</sup> Grade Entry year 2009)

Course of Study	Future Ready Core Plus		Occupational
<b>Content Area</b>	N/A		
<b>Special Requirements</b>	Successful completion of the NC Graduation Project Proficiency on the NC Test of Computer Skills		
<b>English</b>	4 Credits English I, II, III, IV	English I Gateway (EOC Score of III or IV)	4 Credits Occupational English I, II, III, IV
<b>Mathematics</b>	4 Credits Algebra I, Geometry, Algebra II & a 4 <sup>th</sup> math aligned with the student's post high school plans; or Alternate Math Sequence (requires parent request & principal approval); Algebra I/Geometry or Algebra I/Algebra II and two other alternative math courses.	Algebra I Gateway (EOC Score of III or IV)	3 Credits Occupational Mathematics I, II, III
<b>Science</b>	3 Credits An earth/environmental science Biology A physical science	Biology Gateway (EOC Score of III or IV)	2 Credits Occupational Science I, II
<b>Social Studies</b>	3 Credits World History Civics and Economics US History	Civics and Economics Gateway (EOC Score of III or IV) USHistory Gateway (EOC Score of III or IV)	2 Credits Occupational Social Studies I, II
<b>Additional Science or Social Studies</b>	1 Credit		
<b>Health &amp; Physical Education</b>	1 Credit		
<b>Concentration Electives</b>	4 Credits Four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through community college concurrent enrollment, Learn and Earn early college, Huskins or university dual enrollment.		4 Credits in Career/Technical Education
<b>Occupational</b>	0 Credits		
<b>Electives</b>	4 Credits Two of these additional electives must be any combination of courses in Career & Technical Education, Arts Education and Second Language; not included in the 4 courses used in the Concentration electives.		
<b>Totals</b>	24 credits		24 credits
<b>Notes</b>	<p>To meet minimum admission requirements for the UNC University System, a student must:</p> <ul style="list-style-type: none"> <li>• Complete a specific math sequence, and</li> <li>• Have a minimum of two years of credit in the same second language.</li> </ul>		
			<ul style="list-style-type: none"> <li>▪ Computer proficiency as specified in the IEP</li> <li>▪ No NC Test of Computer Skills</li> <li>▪ No Gateway Requirements</li> <li>▪ Completion of IEP objectives</li> <li>▪ Career Portfolio required</li> </ul>

Adopted: 12/9/08

# Arts Education

## Performing Arts Courses

<b>Dance</b>	Symphonic Band 4	Chorus II	Chamber Choir 3
Dance I	Honors Symphonic Band 4	Chorus III	Honors Chamber Choir 3
Dance II	Wind Ensemble 1	Chorus IV	Chamber Choir 4
Dance III	Wind Ensemble 2	Women's Ensemble 1	Honors Chamber Choir 4
Dance IV	Wind Ensemble 3	Women's Ensemble 2	Music Theory I
<b>Music</b>	Honors Wind Ensemble 3	Women's Ensemble 3	Music Theory 2
Concert Band 1	Wind Ensemble 4	Women's Ensemble 4	AP Music Theory
Concert Band 2	Honors Wind Ensemble 4	Men's Ensemble 1	<b>Theatre</b>
Concert Band 3	Jazz Ensemble 1	Men's Ensemble 2	Theatre I
Concert Band 4	Jazz Ensemble 2	Men's Ensemble 3	Theatre II
Marching Band 1 (s) (Fall)	Jazz Ensemble 3	Men's Ensemble 4	Theatre III
Marching Band 2 (s) (Fall)	Jazz Ensemble 4	Concert Choir 1	Theatre IV
Marching Band 3 (s) (Fall)	Orchestra I	Concert Choir 2	Technical Theatre I
Marching Band 4 (s) (Fall)	Orchestra II	Concert Choir 3	Technical Theatre II
Symphonic Band 1	Orchestra 3	Honors Concert Choir 3	Technical Theatre III
Symphonic Band 2	Honors Orchestra 3	Concert Choir 4	Technical Theatre IV
Symphonic Band 3	Orchestra 4	Honors Concert Choir 4	
Honors Symphonic Band 3	Honors Orchestra 4	Chamber Choir 1	
	Chorus I	Chamber Choir 2	

- Courses in a sequence (such as Concert Band I, II, III, and IV) require the previous course to be passed before taking the next higher level course.
- Students who demonstrate exceptional ability may be placed in an advanced course with teacher recommendation.
- Some performing arts ensembles are open by audition only. For more information, contact your music teacher.
- For classroom study and home practice, each orchestra or band student must own or rent an instrument and all appropriate materials and accessories.

### Music Course Descriptions

#### Concert Band

##### **Concert Band 1, Concert Band 2, Concert Band 3, Concert Band 4**

Students will learn the principles of tone production and musicianship. Level 4 performance standards are achieved through the study and performance of grade 4 band literature. Opportunity for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included. *Prerequisite: Level I: Eighth Grade Band or Teacher Recommendation.*

#### Marching Band

##### **Semester Courses: Marching Band 1, Marching Band 2, Marching Band 3, Marching Band 4**

This course functions during the first semester only. Instruction in musicianship, marching techniques, field shows and parade performances is included.

#### Symphonic Band

##### **Symphonic Band 1, Symphonic Band 2, Symphonic Band 3, Honors Symphonic Band 3, Symphonic Band 4, Honors Symphonic Band 4**

Level 5 performance standards are achieved through the study and performance of grade 5 and 6 band literature. Opportunity for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

#### Wind Ensemble

##### **Wind Ensemble 1, Wind Ensemble 2, Wind Ensemble 3, Honors Wind Ensemble 3, Wind Ensemble 4, Honors Wind Ensemble 4**

Level 6 performance standards are achieved through the study of grade 5 and 6 band literature. The wind ensemble performs the most difficult literature and includes the most advanced student musicians. Opportunities for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

#### Jazz Ensemble

##### **Jazz Ensemble 1, Jazz Ensemble 2, Jazz Ensemble 3, Jazz Ensemble 4**

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation. *Prerequisite: Demonstrated Ability/Teacher Recommendation Concert Band*

#### Orchestra

##### **Orchestra I, Orchestra II, Orchestra 3, Honors Orchestra 3, Orchestra 4, Honors Orchestra 4**

These courses will develop the principles of string tone production, musicianship, and musical understanding. Members are required to participate in all orchestral rehearsal and performances. *Prerequisite: Level I: Eighth Grade Orchestra or Teacher Recommendation. All Other Levels: Completion of the Previous Level or Teacher Recommendation*

# Arts Education, cont.

## Chorus

### **Year Courses: Chorus I, Chorus II, Chorus III, Chorus IV**

These are beginning level courses designed to develop, strengthen, and refine the fundamental knowledge of music and choral skills.

## Women's Ensemble

### **Year Courses: Women's Ensemble 1, Women's Ensemble 2, Women's Ensemble 3, Women's Ensemble 4**

These courses are structured for beginning through advanced soprano and alto voices. Some basic knowledge of music reading and vocal technique is preferred. This is a performing group of women who enjoy singing and exhibit an interest in advanced choral work. Students are required to perform at the discretion of the choral director. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

## Men's Ensemble

### **Year Courses: Men's Ensemble 1, Men's Ensemble 2, Men's Ensemble 3, Men's Ensemble 4**

These courses are structured for beginning through advanced tenor and bass voices. Some basic knowledge of music reading and vocal technique is preferred. This is a performance group of men who enjoy singing and exhibit an interest in advanced choral work. Students are required to perform at the discretion of the director. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

## Concert Choir

### **Concert Choir 1, Concert Choir 2, Concert Choir 3, Honors Concert Choir 3, Concert Choir 4, Honors Concert Choir 4**

These courses are for advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

## Chamber Choir

### **Chamber Choir 1, Chamber Choir 2, Chamber Choir 3, Honors Chamber Choir 3, Chamber Choir 4, Honors Chamber Choir 4**

This is a small performing group of advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

## Music Theory

### **Music Theory 1, Music Theory 2**

Music Theory 1 and 2 offers students an opportunity to study the basic aspects of music notation, the study of pitch and time, and the application of these to scales. Key signatures, intervals and other elements of music are also studied.

### **AP Music Theory**

This class is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. The course deals with the technique of written composition, ear training, form, analysis, aesthetics, and physics of sounds. *Prerequisite: At least two years of prior study in music are required, as well as a thorough knowledge of the system of musical notation*

## Theatre Course Descriptions

### Theatre

#### **Year Courses: Theatre I, Theatre II, Theatre III, Theatre IV, Theatre V**

These courses progress from the study of the basic elements of theatre play study, acting, make-up, costuming, set designing, and set construction, to more advanced levels of acting techniques and stage production.

### Technical Theatre

#### **Year Courses: Technical Theatre I, Technical Theatre II, Technical Theatre III, Technical Theatre IV**

These courses are designed for students to learn practical production, including design, scenery, lighting, sound, costuming, properties management, and stage management. Advanced students will have major supervisory positions on school productions.

## Dance Course Descriptions

### Dance I

Dance I explores movement as a creative art form. Students study dance elements, basic principals of composition, various cultures, historical periods, and career opportunities while experiencing the roles of dancer and choreographer. Student learning includes kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance.

### Dance II

Dance II builds upon improvisational skills and choreography techniques learned in Dance I. Dance II emphasizes students' acquisition of intermediate movement skills, refined motor control, responsibility for personal health, aesthetic and philosophical perspectives, and dance history from ancient to medieval periods. Students learn technical/theatrical skills for dance production through presentation of learned skills to selected audiences. *Prerequisite: Dance I*

### Dance III

Dance III emphasizes the study of dance as a creative, expressive, and interdisciplinary art form; intermediate level of technical skill; commitment to personal fitness; performing with greater fluency, precision, and articulation; and dance history from Renaissance through Romantic periods. Students analyze and evaluate the impact of dance, create meaningful dance compositions, and maintain a portfolio which contains visual examples of their work. *Prerequisite: Dance II and teacher recommendation*

### Dance IV

Dance IV emphasizes an advanced level of technique; refinement of skills as both choreographer and performer; assessment of personal fitness; development of personal goals; dance history during the Twentieth Century and into the contemporary era; integration of dance and other content areas; application of creative and technical knowledge and skills through a variety of production and performance opportunities; dance history from the Twentieth Century and into the contemporary era; and analysis, synthesis and evaluation of their own and others' choreography. Students maintain a portfolio which contains visual examples of their work. *Prerequisite: Dance III, portfolio and teacher recommendation*

# Arts Education, cont.

## Visual Arts Courses

Art I	AP Studio Art Drawing	Crafts IV	Ceramics II
Art II	AP Studio Art 2-D Design	Photography I	Ceramics III
Art III	AP Studio Art 3-D Design	Photography II	Ceramics IV
Art III Honors	Crafts I	Photography III	Art History
Art IV	Crafts II	Photography IV	Art History AP
Art IV Honors	Crafts III	Ceramics I	

– All visual arts courses follow the North Carolina Standard Course of Study.

– Courses in a sequence (such as Art I, II, III, and IV) require the previous course to be passed before taking the next higher level course.

### Visual Arts Course Descriptions

#### Art I

This course is designed as a survey for art fundamentals, including emphasis on the basic elements and principles of design, composition, art history, and the connections of art to the core curriculum.

#### Art II

Emphasis is placed on the elements and principles of design and further exploration of the art processes and techniques in the areas of drawing, printmaking, fine crafts, sculpture, art history, and overall curriculum connections. Students are prepared in Art II to make choices for more advanced work in art. Design concepts are stressed. *Prerequisite: Art I*

#### Art III

This course is for those students who desire a concentrated study of the fine arts. Students will be guided in the process of establishing goals, developing individual styles, becoming familiar with art schools and careers, and developing the work habits that will enable success in the fields of art. Students are prepared in Art III to make choices for more advanced work in art. *Prerequisite: Art II*

#### Art III Honors

Addresses the Art III competency goals and objectives and additional goals and objectives specific to Art III Honors for advanced expertise in content knowledge in aesthetics, criticism, art history, technique, and use of mediums and equipment. Students at this level will be required to develop and maintain a portfolio of work. *Prerequisite: Art I, Art II, and teacher recommendation.*

#### Art IV

Emphasis on artwork with research on a more advanced level in drawing, painting, collage, sculpture, printmaking, fine crafts, and art history and appreciation. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art III*

#### Art IV Honors

Addresses Art IV competency goals and objectives and additional goals specific to Art IV Honors for advanced expertise in content knowledge in aesthetics, criticism, art history, technique, and use of mediums and equipment. Students are expected to become initiators of learning and accomplishment. Students are expected to maintain and show a portfolio of work at the end of the course. *Prerequisite: Art III Honors and teacher recommendation.*

#### AP Studio Art Drawing

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art Drawing. Students will develop an advanced drawing technique portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, portfolio, and teacher recommendation*

#### AP Studio Art 2-D Design

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art 2-D Design. Students will complete a portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Portfolios may be accomplished through a variety of processes and techniques such as photography, weaving, mixed media, painting, etc. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, Craft II or Photography II; portfolio; and teacher recommendation*

#### AP Studio Art 3-D Design

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art 3-D Design. Students will complete a portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Portfolios may be accomplished through a variety of processes and techniques such as ceramics, sculpture, bookmaking, jewelry, etc. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, Craft II or Ceramics II; portfolio; and teacher recommendation*

#### Crafts I

Students study and explore basic manipulative skills in creative design, function, imagery, and expression. Focus is on ceramics, sculpture, jewelry design, textile design and fibers.

#### Crafts II

Emphasis is placed on design concepts with further exploration in the areas of ceramics, sculpture, jewelry design, textile design and fibers. *Prerequisites: Crafts I*



# Arts Education, cont.

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## **Crafts III**

Students will be equipped with background and experiences provided so they will have the security and self-motivation to set their own goals and devise means for achieving these goals in a directed studio situation. Students at this level will be expected to maintain documentation of a portfolio. *Prerequisite: Crafts II*

## **Crafts IV**

Emphasis on crafts work with research on a more in depth and advanced level in ceramics, sculpture, jewelry design, textile design and fibers. Students at this level will be expected to exhibit their work in a one-person show at the end of the year. *Prerequisite: Crafts III*

## **Photography I**

Students will be provided with instruction using standard photography practices with basic black and white techniques. Students will learn to apply creative problem-solving methods as they are introduced to processing, printing, and photographing in the studio.

## **Photography II**

Students will be able to enhance their creativity and visual perception through the process of black and white photography. Students acquire and use an in-depth knowledge of photographic equipment, films, and specialized processes. Conducting critiques, evaluating works of art, and examining photography and its relationship to other art forms are explored. *Prerequisite: Photography I*

## **Photography III**

Building on Photography I and II, students continue to acquire and further their use of in-depth knowledge of photographic equipment, films, and specialized processes. Critiques, evaluating works of art and examining photography and its relationship to other art forms continue to be explored. Students will be expected to maintain a portfolio. *Prerequisite: Photography II*

## **Photography IV**

Building on Photography I, II and III, students work on contracts, producing portfolios that show quality, concentration, and breath. Abstract and representational composition will also be explored. The student selects his or her own area of concentration(s), and a one-person show is required at the end of the year. Exceptional initiative and commitment to the photographic medium is expected of advanced level students. Students will be expected to exhibit their portfolio. *Prerequisite: Photography III*

## **Ceramics I**

Ceramics I is an introduction to basic hand building techniques including pinch, slab, coil, surface treatments, and glazing. Cultural and historical perspectives of the medium will be included.

## **Ceramics II**

Ceramics II continues the concepts introduced in Ceramics I and continues with a concentration on wheel throwing, glazing, under-glazing, and firing. A continuation of the historical and cultural perspectives of the medium will be included with an emphasis on the work of individual ceramic artists. *Prerequisite: Ceramics I*

## **Ceramics III**

Students build on the concepts and techniques learned in Ceramics I and II and continue to gain experience and understanding of technical issues in ceramics. Clay and glazes used in ceramic projects are formulated and made enabling students to work with a variety of clay bodies and glazes. Students should maintain documentation of a portfolio. *Prerequisite: Ceramics II*

## **Ceramics IV**

In Ceramics IV, students with a special interest in clay will continue to improve production methods learned in Ceramics III. Advanced hand building and decorating techniques are learned. Ceramics IV presents a focus on the expressive qualities of form and surface and offers a wide range of creative possibilities. Students will be expected to exhibit their portfolio. *Prerequisite: Ceramics III*

## **Art History**

Art History offers students an opportunity to gain understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts.

## **Art History AP**

Advanced Placement Art History is designed to provide students with an understanding and enjoyment of works of art. Students examine the major forms of artistic expression of the past and of distant cultures, as well as those of our own time and environment. Students should demonstrate a high degree of commitment to academic work and possess academic skills needed to pursue a program designed to meet college standards. Students should be prepared to take the AP Art History exam in May.

## **Notes:**

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## English Courses

<b>English</b> English I English I Honors English II English II Honors English III English III Honors English IV	English IV Honors <b>Electives</b> Bible as Literature Creative Writing Debate I Debate II Debate III Debate IV	Film as Literature Foundations of English I Fundamentals of Composition Library Science and Information Literacy I/II Newspaper I Newspaper II Newspaper III	Newspaper IV Yearbook I Yearbook II Yearbook III Yearbook IV
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### **English Course Descriptions**

#### **English I**

English I stresses analysis of literature, characteristics of various genres, figurative language, grammar, and composition.

#### **English II**

English II stresses analysis of world literature, modes of writing, grammar, and vocabulary study.

#### **English III**

English III stresses analysis of American literature, research, and composition.

#### **English IV**

English IV stresses analysis of British literature, composition, a research-based essay project, and an oral presentation.

#### **AP Language and Composition**

A study of non-fiction prose style and rhetorical techniques, based on selections from, but not limited to, diaries, journals, letters, speeches, biography, and autobiography. Writing will stress the aims and modes of composition as well as argumentation. Students are required to take the AP English Language and Composition Examination in May.

#### **AP Literature and Composition**

Emphasizes the critical reading and analysis of fiction, drama, and poetry with appropriate writing assignments. Students are required to take the AP English Literature and Composition Examination in May.

***The following courses do not fulfill the English requirements for graduation.***

#### **Bible as Literature**

This course will examine the stories of the Bible in light of their cultural, historical, and literary contexts. Emphasis will be placed on narratives and the literary qualities of the text (the use of symbols, metaphor, repetition, dialogue, etc.).

#### **Creative Writing**

This is a composition course which focuses upon narrative, expository, and illustrative experiences in many different genres of writing. Students will produce written, oral, and visual texts to express, develop, and substantiate individual experiences.

#### **Film as Literature**

Students will study film and other media as visual and auditory texts. Students will develop and understanding of the many dimensions (i.e. philosophical, ethical, and aesthetic) of the literature experience. Students will compare and contract the written text with the visual text.

#### **Debate I**

Students prepare to compete in monthly tournaments in six forensic categories.

#### **Debate II**

Students learn advanced research methods and paradigms. Students help coach novice debate and participate in the seven tournament practicums.

#### **Debate III**

Students learn advanced studies in theory systems, help coach novice debate and participate in tournament practicums.

#### **Debate IV**

Students should hone their skills in argumentation, competitive speech, logic, research, providing and taking positions, and filing evidence/research for use in public and personal communication. Students should show mastery in examining a topic carefully for discussion, noting all sides before reaching a conclusion or decision, and in engaging in traditional debate.

#### **Literacy I/II, Foundations of English I**

These courses focus on helping students to master the reading and writing strategies required for academic proficiency in English I and other content courses.

#### **Fundamentals of Composition**

The Fundamentals of Composition course focuses on improving students' writing fluency and organization as well as their skills in writing for different purposes and audiences. Special emphasis is given to the informational writing environment that is assessed on the 10th Grade State Writing Assessment.

#### **Newspaper I**

Students learn basic aspects of journalistic techniques and assist in the production of the student newspaper.

#### **Newspaper II**

Students are given individual assignments and are responsible for the production of the student newspaper. All aspects of journalistic techniques are addressed.

#### **Newspaper III**

Students produce the student newspaper. Classwork includes all aspects of advanced journalistic techniques and extensive independent assignments.

#### **Newspaper IV**

Students should be able to use advance design and layout techniques, to write extensive, quality copy free of errors, to edit and revise other students' copy and layouts, and to serve as organizational planners for soliciting advertisements and for the distribution of the school newspaper.

#### **Yearbook I**

Students learn basic photography, layout, and copy writing and assist in the production of the school yearbook.

#### **Yearbook II**

Students are trained in advanced layout and design and produce the school yearbook.

#### **Yearbook III**

Students write extensively and serve as senior editors in the production of the school yearbook.

#### **Yearbook IV**

Students should be able to use advance design and layout techniques, to write extensive, quality copy free of errors, to edit and revise other students' copy and layouts, and to serve as organizational planners for soliciting advertisements and for the sale and distribution of the school yearbook.

#### **Library Science and Information Studies**

In these courses, students receive instruction and experience in various media center operations including shelving and filing, operation of AV equipment, and production of audio-visual materials.

# World Languages

World Languages Courses			
Mandarin - Chinese I	French V - AP Language	German II	Japanese II
Mandarin - Chinese II	Spanish I	German III	Japanese III
Mandarin - Chinese III	Spanish II	German IV	Japanese IV
Mandarin - Chinese IV	Spanish for Native Speakers I	German V - AP Language	Japanese V - AP Language
Mandarin - Chinese V	Spanish III	German VI	Modern Greek I
AP Language	Spanish for Native Speakers II	Latin I	Modern Greek II
French I	Spanish IV	Latin II	
French II	Spanish V - AP Language	Latin III	
French III	Spanish VI - AP Literature	Latin IV - AP Vergil	
French IV	German I	Japanese I	

- Students in the College/University Prep Course of Study meet the second language requirement by taking two (2) units of the same language in sequence.
- Courses in a sequence require the previous course to be passed before taking the next higher level course.

## **World Languages Course Descriptions**

### **French I, Spanish I, German I, Modern Greek I, Japanese I, Mandarin Chinese I**

Level I of foreign language study develops the listening, speaking, reading and writing skills needed for basic communication. Emphasis is given to the development of listening and speaking skills. Geography and cultures of the target language are taught as an integral part of language study. Classes are conducted primarily in the target language.

### **French II, Spanish II, German II, Modern Greek II, Japanese II, Mandarin Chinese II**

Level II of foreign language study continues the development of language skills. Culture is integrated as an on-going part of language study. Classes are conducted primarily in the target language.  
*Prerequisite: Level I parts and/or full year Level I of the same World Language.*

### **Honors French III, Spanish III, German III, Japanese III, Mandarin Chinese III**

Level III of foreign language study further develops the communication skills introduced in levels I and II. Cultural study is expanded to include information about the art, music, and literature of the cultures studied. Classes are conducted in the target language.  
*Prerequisite: Level II of the same world language*

### **Honors French IV, Spanish IV, German IV, Japanese IV, Mandarin Chinese IV**

Level IV of foreign language study continues the development of language skills, study of history and introduction to literary works.  
*Prerequisite: Level III of the same world language*

### **French V - AP Language, Spanish V - AP Language, German V - AP Language, Japanese V - AP Language, Mandarin Chinese V- AP Language**

AP foreign language courses follow a prescribed course of study designed by the College Board that prepares students to take the AP

language exam. *Prerequisite: Level IV of the same world language or recommendation of the teacher*

### **Spanish VI - AP Literature**

AP foreign language literature courses follow a prescribed course of study outlined by the College Board with an introduction to the works of selected authors from the target cultures. This course prepares students for the AP literature exam. *Prerequisite: AP Language Level or teacher recommendation*

### **Spanish for Native Speakers I**

Spanish for Spanish Speakers is designed to enhance reading and writing skills of students whose heritage language is Spanish. The course also provides Spanish speakers with the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish-speakers throughout the world. This course prepares students for Honors Spanish for Native Speakers II. *Prerequisite: Spanish as a heritage language or recommendation of teacher.*

### **Honors Spanish for Native Speakers II**

Honors Spanish II - Native Speakers is a continuation language arts course in Spanish designed to improve heritage speakers' literacy skills. The course focuses on personal and social issues facing Latinos in the United States. Chicano, Puerto Rican, and Cuban-American literature are emphasized. This course prepares students for Honors Spanish IV and above. *Prerequisite: Spanish for Native Speakers I or teacher recommendation.*



# Health and Physical Education

## Health and Physical Education Courses

<p><b>Health</b> Healthful Living</p> <p><b>Physical Education</b> Principles of Physical Education ECS Adaptive Physical Education</p>	<p><b>Electives</b> Aerobics 1, 2 &amp; 3 Personal Health Issues Physical Conditioning 1, 2 &amp; 3 Physical Education Activities</p>	<p>Sports Medicine 1 Sports Medicine 2 Sports Medicine 3</p>
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- Students in sequence (such as Physical Conditioning 1, 2, and 3) require the previous course to be passed before taking the next higher level course.
- Courses in a sequence require the previous course to be passed before taking the next higher level course.

### Health Course Descriptions

#### Required - Healthful Living Grade 9

During this required semester course, the learner will be provided with the opportunity to develop skills related to healthful living. Skill development occurs both through study of the skill, and application of the skills, related to healthful living topics and behaviors. Self-esteem building, behavior self-management, and communication skills are integrated with course content. Course content includes facts related to stress management, alcohol and other drugs, nutrition/weight management, protection of self and others, \*Family Living, Human Sexuality and Ethical Behavior, relationships and personal fitness.

**\*Healthful Living Grade 9 Note:** Family Living, Ethical Behavior and Human Sexuality (FLEBHS) curriculum is designed to implement North Carolina General Statute 115C-81, Guidelines for Instruction Regarding Abstinence until Marriage and Sexually Transmitted Diseases, Including HIV/AIDS.

FLEBHS lessons enable adolescents to develop the skills needed to practice abstinence until marriage, to know the consequences of sexual intercourse and know why it is inappropriate at their age. FLEBHS curriculum is designed to help adolescents understand themselves as sexual beings, and to utilize this knowledge in a responsible manner. It also provides adolescents with opportunities to look at issues, identify feelings and clarify family personal values before they make decisions related to relationships and sexual behaviors. Instruction includes more than basic biological facts about reproductive anatomy and physiology. It deals with sexuality issues and how they impact the total person. It also encourages communication between teens, parent(s)/guardian(s), peers and significant others about sexuality. If the parent/guardian does not wish for their child to participate in the FLEBHS unit, the student exemption form must be signed by the parent/guardian. The Request for Student Exemption form can be found in the FLEBHS Parent Packet, which is sent home with every student two weeks prior to FLEBHS instruction. The alternative unit of study consists of an individual contract of activities, essays and projects dealing with the study of health, (i.e. the history of health, care of teeth, consumer health education, disease, systems in the human body, smoking, old age, and medical procedures).

#### Elective - Personal Health Issues

This semester course provides the learner with the opportunity to develop skills related to adult and family responsibilities. Emphasis is placed on personal evaluation and use of health facts, feelings and behaviors. Choice and decision-making skills are integrated with

facts and situations related to the following healthful living topics: health risks, stress management, substance abuse, nutrition/weight management, self protection, relationships and personal fitness.

### Physical Education Course Descriptions

#### Required - Principles of Physical Education

This course provides the learner with skills for an active lifestyle. Emphasis is placed on developing a competent skill level in at least one team sport, one individual or duel sport and one of the following movement forms: dance, gymnastics, aquatics or outdoor pursuits. Students will demonstrate understanding of movement concepts, principals, strategies and tactics through performance. Responsible personal and social behavior will be evident in student's regular participation in physical activity outside the physical education class setting.

#### ECS Adapted Physical Education

Adapted physical education must be indicated on the IEP or 504 Plan for a student to enroll.

### Physical Education Electives Course Descriptions

#### Aerobics 1, Aerobics 2, Aerobics 3

Improve cardiovascular endurance, muscular strength and endurance, and flexibility through a variety of activities such as step aerobics, running/walking, and rope jumping.

#### Physical Conditioning 1, Physical Conditioning 2, Physical Conditioning 3

In these courses, learners will apply physiological, biomechanical and psychological principals to develop and realize personal fitness. High expectations for self-efficacy and social responsibility are combined with personal conditioning through intense exercise and the utilization of weight-training equipment.

#### Physical Education Activities (PEA)

The following paired activities were designed for learners to choose content that appeals and challenges them personally and to promote physical education outcomes (NCSCOS). Outcomes include: developing motor skill competency, understanding movement concepts, principals and strategies, personal fitness and social behavior. PEAS entail rigorous training in the specific content area(s).

- Ultimate Frisbee-Disc Golf PEA01
- Team Handball/Basketball PEA02



# Mathematics

Mathematics Courses			
Introductory Mathematics	Algebra 2	Discrete Mathematics	IB Math Methods 2
Competency Math (10-12)	Algebra 2 Honors	Discrete Mathematics Honors	IB Math Studies 1
Algebra 1 A	Technical Mathematics 1	Statistics	IB Math Studies 2
Algebra 1 B	Technical Mathematics 2	AP Statistics	IB Math High Level 1
Algebra 1	Advanced Functions and Modeling	AP Calculus AB	IB Math High Level 2
Geometry	Pre-Calculus	AP Calculus BC	IB Math High Level 3
Geometry Honors		IB Math Methods 1	

The following chart shows some of the sequences of mathematics courses. Each student is urged to consult with a mathematics teacher concerning the course in which he or she might attain the most knowledge and success.

Grade 9	Grade 10	Grade 11	Grade 12
Introductory Math/Algebra 1 A	Algebra 1 B	Geometry	Algebra 2
Introductory Math/Algebra 1 A	Algebra 1 B	Tech Math 1	Tech Math 2
Algebra 1 Algebra 11 A / 1 B	Tech Math 1	Tech Math 2	Statistics Geometry
Algebra 1 Algebra 1 A / 1 B	Geometry	Algebra 2	Advanced Functions and Modeling
Tech Math 1	Tech Math 2	Statistics	Geometry Algebra 2
Geometry	Algebra 2	Advanced Functions and Modeling	Pre-Calculus Discrete Math Statistics
Geometry - Honors	Algebra 2 - Honors	Pre-Calculus	AP Calculus AB/BC AP Statistics Discrete Math - Honors
Algebra 2	Advanced Functions and Modeling	Pre-Calculus	AP Statistics Discrete Math - Honors
Algebra 2	Advanced Functions and Modeling	Discrete Math Statistics	Statistics Discrete Math
Algebra 2 - Honors	Pre-Calculus	AP Calculus AB	AP Calculus BC AP Statistics

## Mathematics Course Descriptions

### Introductory Mathematics

A survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Beginning with entering ninth graders in 2009, students will earn elective credit, **not** math credit, for successful completion of the course.

### Algebra 1, Algebra 1 A / 1 B

A study of algebraic concepts including operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representation of relations and use those representations to solve problems.

### Geometry, Geometry Honors

A study of geometric concepts that moves from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane.  
*Prerequisite: Algebra 1*

### Algebra 2, Algebra II Honors

A study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Honors includes trigonometry topics. *Prerequisite: Algebra 1 and Geometry*



# Mathematics, cont.

## Technical Mathematics 1

A survey of algebra and geometry, building upon middle school and Algebra I topics. Problem solving, measurement, special relationships in right triangles, transformations, and geometric applications of algebra are the topics to be studied in an application-centered environment. *Prerequisite: Algebra 1*

## Technical Mathematics 2

A study of geometry, functions, and statistical methods for estimation and prediction are the topics to be studied in an application-centered environment. *Prerequisite: Algebra 1 and Technical Math 1*

## Statistics

This laboratory course emphasizes working with statistics and probability. *Prerequisite: Technical Math 2 and Technical Math 2*

## Advanced Functions and Modeling

An in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. *Prerequisite: Algebra 2*

## Discrete Mathematics, Discrete Mathematics Honors

A study of the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Honors includes in-depth investigations of elections and apportionment. *Prerequisite: Advanced Functions and Modeling or Pre-Calculus*

## Pre-Calculus

An honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the

course of study. *Prerequisite: Algebra 2 Honors*

## AP Statistics

An introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. *Prerequisites: Pre-Calculus*

## AP Calculus AB

A study of the concepts of calculus including functions, graphs, limits, derivatives and integrals and provides experience with its methods and applications. Course follows the College Board syllabus. *Prerequisite: Pre-Calculus*

## AP Calculus BC

A study of the concepts of calculus including functions, graphs, limits, derivatives, integrals, and polynomial approximations and series. Course follows the College Board syllabus. *Prerequisite: Calculus AB*

### Math courses with Algebra 2 as a prerequisite that meet the new UNC minimum course requirement:

- AP Calculus\*
- AP Statistics\*
- Pre-Calculus
- Discrete Mathematics
- IB Mathematics
- Advanced Functions and Modeling

\*College Board, Advanced Placement Program, and AP are registered trademarks of the College Entrance Examination Board.

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## Science Courses

<p><b>Physical Sciences Offerings</b> (any of these meet the Physical Science requirement)</p> <p>Physical Science Chemistry I Chemistry I Honors Chemistry AP (2 periods) Physics Honors Physics B AP (2 periods)</p>	<p><b>Biological Sciences Offerings</b> (*one of these meet the Biology requirement)</p> <p>Biology I* Biology I Honors* Biology AP (2 periods)</p> <p><b>Environmental/Earth Science Offerings</b> (**one of these meets the Earth/Environmental Science graduation requirement)</p> <p>Earth/Environmental Science**</p>	<p>Earth/Environmental Science Honors** Environmental Science AP**</p> <p><b>Other Electives</b> Human Anatomy &amp; Physiology Honors Greenhouse Biology Astronomy Oceanography/Marine Science</p>
<p>Science courses required for high school graduation: • Biology • A physical science course • An earth/environmental science course</p>		

### Science Course Descriptions

#### Earth/Environmental Sciences

##### **Earth/Environmental Science, Earth/Environmental Science Honors, ECS Earth/Environmental Science**

*Fulfills the Earth/Environmental Science graduation requirement*

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

##### **Astronomy**

This course acquaints students with astronomy concepts including basic facts about the Earth, moon, and stars. Also included for study are galaxies, cosmology, and space exploration.

##### **Oceanography/Marine Science**

Emphasizes the interrelationships of physical geography, chemistry, geology and biological studies in the ocean environment. Oceanography/Marine Science should be taken in the fall, then followed with either Chemistry or Physical Science, because the syllabus and pacing guide have been created to prepare students to be successful in Chemistry.

#### Biological Sciences

##### **Biology I, Biology I Honors, IBMYP Biology, AIS Biology I**

*Fulfills the biology graduation requirement.*

This course is laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms.

##### **Human Anatomy and Physiology, Human Anatomy and Physiology Honors**

This course studies the structure and function of the human body with emphasis placed upon the concepts that help correlate the principals of structure and function.

##### **Greenhouse Biology**

The overview study of plant structure and function. In the course, stu-

dents learned not only the basic scientific knowledge, but also economic importance and how to manage basic plant care and propagation. Greenhouse Biology should be taken in the fall and followed by Biology I in the spring, because the syllabus and pacing guide have been created to prepare students to be successful in Biology I (a "3" on the EOC Biology is required for graduation).

#### Physical Sciences (1 is required for graduation)

##### **Physical Science**

This course is laboratory-based science class in which students will study the principles of chemistry and physics that include matter, energy, structure of atoms, chemical reactions, forces, and motion.

##### **Chemistry I, Chemistry I Honors, AIS Chemistry, MYIB Chemistry**

This course is a laboratory-based science class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter. *Prerequisites: Algebra 1, Geometry Concurrent* This is the recommended physical science course for college/university admission.

##### **Physics Honors, MYIB Physics**

This course is a laboratory-based science class in which students will study the fundamentals of the physical world of matter, energy, basic mechanics and particle physics. *Prerequisites: Geometry, Algebra 2 Concurrent* This is the recommended physical science course for college/university admission.

#### AP Sciences - All 2 period AP Science classes will earn 1 science credit and 2 quality points

##### **Environmental Science AP**

This laboratory-based science class emphasizes the application of scientific concepts to the understanding and solution of environmental problems and solutions. This course fulfills the Earth/Environmental Science Graduation requirement. *Prerequisites: Algebra I*

##### **Biology AP - 2 Periods**

This laboratory-based science class emphasizes the conceptual

# Science, cont.

framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. *Prerequisites: Biology I, Chemistry I*

### **Chemistry AP - 2 Periods**

This laboratory-based science class emphasizes an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data. *Prerequisites: Chemistry I, Algebra 2*

### **Physics B AP - 2 Periods**

This laboratory-based science class is a non-calculus college course in general Physics. *Prerequisites: Algebra 2*

### **Physics C AP**

This laboratory-based course is a calculus based college course emphasizing mechanics, electricity and magnetism. *Prerequisites: Calculus and Physics I*

## AP Science Courses

### **Biology AP (2 periods)**

Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. *Prerequisite: Biology I, Chemistry I*

### **Chemistry AP (2 periods)**

Students will develop an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data. *Prerequisite: Chemistry I, Algebra 2*

### **Physics B AP (2 periods)**

Non-calculus college course in general physics. *Prerequisite: Algebra 2*

### **Physics C AP (1 period)**

Calculus-based college course emphasizing mechanics, electricity and magnetism *Prerequisite: Calculus and Physics I*

### **Environmental Science AP (1 period)**

This course emphasizes the application of scientific concepts to the understanding and solution of environmental problems and solutions.

*Note: All two period AP science classes will earn one science credit and two quality points.*

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# Social Studies

Social Studies Courses			
<b><u>World History</u></b> World History World History Honors <b><u>Civics and Economics</u></b> Civics and Economics Civics and Economics Honors	<b><u>United States History</u></b> United States History United States History Honors U.S. History AP <b><u>Electives</u></b> African-American Studies	Economics AP European History AP U.S. Government AP Psychology AP Human Geography AP World History AP	Contemporary Issues in North Carolina Contemporary Law and Justice Geography in Action Psychology Sociology

## Social Studies for 2007 and beyond graduating classes

Grade 9	Grade 10	Grade 11	Grade 12 - Electives
World History	Civics and Economics	U.S. History	Economics AP European History AP Human Geography AP Psychology AP U.S. Government AP U.S. History AP World History AP

### **Social Studies Course Descriptions**

#### **World History, World History Honors**

This survey course explores recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them.

#### **Civics and Economics, Civics and Economics Honors**

Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. The legal and political systems, civil rights and liberties, Declaration of Independence, Constitution, political parties, voting, becoming wise consumers, supply and demand, business ownership, taxation, investing, and important Supreme Court cases will be examined.

#### **United States History, Honors**

America's development from the Washington Administration to the modern age is explored in this survey course. It will provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society.

#### **United States History AP**

This course follows the outline provided in the AP bulletin. Students are engaged in an in-depth study of American history from the colonial period to the present. *Prerequisite: Civics & Economics*

#### **Electives**

#### **African-American Studies**

African Americans have made significant contributions 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.

#### **Contemporary Issues in North Carolina History**

This course will focus on contemporary issues affecting our state and its citizens. It is an open-ended course with emphasis on acquiring information from a variety of sources, analyzing, and hypothesizing about the direction of the future.

#### **Contemporary Law and Justice**

This course is a practical study in the legal, judicial, law enforcement, and correctional systems of the nation. Students focus on legal principles, laws, and procedures for obtaining laws. Relevant court case, law enforcement methods, and court procedures will be included.

#### **Economics AP**

This course will follow the outline from the AP bulletin. Students will engage in the study of both macro and micro economics. *Prerequisite: Civics and Economics*

#### **European History AP**

This course will follow the outline from the AP bulletin. Students will engage in the study of political, social, cultural, and historical events that have shaped modern Europe. *Prerequisite: World History*

#### **Geography in Action**

This course is designed to actively engage students in geography and demonstrate the applications of geography through travel and tourism. The course will assist students in identifying where tourism development takes place and build upon the National Geography Standards and geographic literacy, cross-cultural sensitivity, and the interdependent nature of economic and social systems.

# Social Studies, cont.

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### Human Geography AP

This course will follow the outline from the AP bulletin. The importance of geography as a field of inquiry into the dynamics of human population growth, movement, and culture provides the foundation for this course.

### Psychology

Psychology engages the student in the understanding, articulation, and dissemination of psychology as a science. Students will focus on the study of human development, learning, motivation, personality, behavior, and mental processes.

### Psychology AP

This course will follow the outline from the AP bulletin. Students will engage in an in-depth study of the discipline of psychology, its history, theoretical approaches, and contemporary research methods.

### Sociology

Sociology is the study of basic social institutions, their origins, how they have changed, and issues confronting them. Focus is on such

concepts as socialization, social stratification, social change, and social interaction. Students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

### United States Government AP

This course will follow the outline from the AP bulletin. Students will engage in the examination of American government, famous court cases, political parties, exciting political debates and elections. The Constitution is examined in depth as to how its application and evolution have evolved to meet the needs of a changing society and people. *Prerequisite: Civics and Economics, U.S. History*

### World History AP

This course will follow the outline from the AP bulletin. Students will engage in an in-depth study of interactions among major societies, impacts of technology, social systems and structures, cultural developments, and change and continuity over time. *Prerequisite: World History*

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**CMS 4 Course Concentration for Students Entering  
9th Grade 2009 (Class of 2013) and Beyond**

<b>CAREER FIELDS</b>	<b>CAREER CLUSTERS</b>	<b>INITIAL COURSE</b> <small>Students Select One</small>
<b>Arts, Communication &amp; Information Systems Professions</b>	<b>Arts, A/V Tech &amp; Communications</b>	<b>Performing &amp; Visual Arts</b> <b>Journalism</b>
	<b>Information Technology</b>	<b>Scientific Visualization I</b> <b>eCommerce I Honors</b>
<b>Health &amp; Environmental Professions</b>	<b>Agricultural, Food &amp; Natural Resources</b>	<b>Foods I – Fundamentals</b> <b>Horticulture I</b>
	<b>Health Science</b>	<b>Principles of Biomedical Sciences</b>
	<b>Biotechnology – (local focus)</b>	<b>Biomedical Technology</b>
<b>Business, Marketing &amp; Management Professions</b>	<b>Business Management and Administration</b>	<b>Principles of Business and Personal Finance</b>
	<b>Finance</b>	<b>Marketing</b>
	<b>Hospitality &amp; Tourism</b>	<b>Sports &amp; Entertainment Marketing</b>
	<b>Marketing</b>	
<b>Human &amp; Public Services Professions</b>	<b>Education &amp; Training</b>	<b>Teacher Cadet</b>
	<b>Government &amp; Public Administration</b>	<b>JROTC</b>
	<b>Human Services</b>	<b>Second Language</b>
	<b>Law, Public Safety &amp; Security</b>	<b>Debate</b> <b>AP Human Geography</b>
<b>Engineering, Manufacturing &amp; Design Professions</b>	<b>Architecture &amp; Construction</b>	
	<b>Manufacturing</b>	<b>Introduction to Engineering Design</b>
	<b>Science, Technology, Engineering &amp; Mathematics</b>	
	<b>Transportation, Distribution &amp; Logistics</b>	<b>Drafting I</b>
	<b>Motorsports – (local focus)</b>	

*Initial course selection based on high school offerings.*

## **CAREER AND TECHNICAL EDUCATION 9TH GRADE COURSE DESCRIPTIONS**

### **Biomedical Technology**

Challenges students to investigate current and 21st century medical and health care practices using computerized data bases, the Internet, media and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethics and health career development.

### **Drafting I**

Introduces students to the use of simple and complex graphic tools and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem solving methods, sketching, geometric construction, orthographic projection, pictorial drawings and CAD (computer assisted design).

### **e-Commerce I Honors**

Helps students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skills development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business website.  
Prerequisite: Waived for 9th graders

### **Foods I - Fundamentals**

Examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced.

### **Horticulture I**

Provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Units of study include plant growth and development, plant identification and nutrition, pest management, chemical disposal, customer relations, career opportunities and leadership development.

### **Introduction to Engineering Design**

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

### **Marketing**

Develops basic knowledge, skills and attitudes that prepare students to enter the field of sales and marketing. Units include business/management/entrepreneurship, economics, communication, professional development, selling, risk management, promotion and distribution.

### **Principles of Biomedical Science**

This course provides an introduction to the biomedical sciences through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions.

### **Principles of Business and Personal Finance**

Develops an understanding of principles and concepts that will be the foundation for future study of business and management of work projects. Units include basic business principles, management concepts, systems thinking and total quality, and the current environment for business in an international marketplace.

### **Scientific and Technical Visualization I**

Introduces students to the use of complex graphic tools concurrently with the student's study in an academic area. Emphasis is placed on the use of complex computer graphic tools to better understand mathematics and/or science concepts. Activities may include mathematical models, molecular structures, stratospheric and climate models, and statistical analysis.

### **Sports and Entertainment Marketing I**

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations.

# Career and Technical Education

**The following courses are appropriate for students in grades 10, 11 and 12.**

## **CTE Course Descriptions**

Apprenticeship and internship courses are described in the CTE Work-Based Learning Course Description Section. All courses are one (1) period unless otherwise noted.

*\*Represents CTE second level (advanced) class*

### **Advanced Studies\***

- **Agricultural Education**
- **Business Education**
- **Family and Consumer Science Education**
- **Health Science Education**
- **Marketing Education**
- **Technology Education**
- **Trade and Industrial Education**

Provides a three-phased culminating course for seniors that are career-focused. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations while working under the guidance of a teacher facilitator. *Prerequisite: Three credits in CTE program area.*

### **Allied Health Sciences II\* - 2 periods**

Includes supervised clinical experiences in local health agencies with emphasis placed on the development of proficiency in employability skills, emergency care skills, safety skills, and health care skills. *Prerequisite: Allied Health Sciences I or Medical Sciences I*

### **Apparel Development I**

Examines clothing production in the areas of construction preparation and techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on applying construction and design skills to apparel and home fashion.

### **Apparel Development II\***

Focuses on advanced clothing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce an apparel product. *Prerequisite: Apparel Development I*

### **Automotive Service Technology I**

Introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventative maintenance, brake repair, electrical systems, trouble shooting, safety, test equipment, and measuring. *Prerequisite: Algebra I or Technical Math Recommended.*

### **Automotive Service Technology II\* - Brakes**

Prepares students for Automotive Service Excellence (ASE) technician certification in brakes. *Prerequisite: Automotive Service Technology I*

### **Automotive Service Technology II\* - Electronics\***

Prepares students for Automotive Service Excellence (ASE) technician certification in electronics. *Prerequisite: Automotive Service Technology I*

### **Automotive Service Technology III - Advanced Brakes**

Prepares students for higher education and ASE Certification in Brakes. *Prerequisite: Automotive Service Technology II-Brakes*

### **Automotive Service Technology III - Advanced Electronics**

Prepares students for higher education and ASE Certification in Electronics. *Prerequisite: Automotive Service Technology II-Electronics.*

### **Biomedical Technology**

Challenges students to investigate current and 21st century medical and health care practices using computerized data bases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethics and health career development.

### **Business Law**

Acquaints students with the basic legal principles common to business and personal activities. Units include evaluating contracts, maximizing purchasing power through credit, purchasing appropriate insurance, and renting and owning real estate.

### **Business Management and Applications\***

Covers the organizational functions of business including total quality concepts, project management and problem solving. Units include analyzing the social, technological and organizational systems in business, such as communications, records management and meeting and conference coordination. *Prerequisite: Two credits in Business and Information Technology Education, grades 9-12, Recommend Computer Applications I and Computerized Accounting I*

### **Civil Engineering and Architecture\***

Provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions via hands-on projects and activities. Course replaces Drafting III.

### **Computer Applications I**

Help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, presentation graphics and desktop publishing applications. Units include operating systems, computer architecture and computer information system careers.

### **Computer Applications II\***

Includes integrated software applications and advanced desktop publishing, multimedia production and basic web page design. *Prerequisite: Computer Applications I*

### **Computer Engineering Technology I**

Introduces basic skills required for computer technicians and A+ Core Hardware certification. Emphasizes skills needed to safely configure, build, upgrade, diagnose and maintain computers and peripherals as well as technical writing.

### **Computer Engineering Technology II\* Honors**

Introduces basic skills required for computer technicians and A+ certification (Software). Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems. *Prerequisite: Computer Engineering Technology I*

# Career and Technical Education, cont.

***The following courses are appropriate for students in grades 10, 11 and 12.***

## **Computer Integrated Manufacturing\***

Applies principles of robotics and automation, builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use Computer Numerical Control equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

## **Computer Programming I – VB.NET**

Introduces the concepts of programming, applications development and writing software solutions using Visual Basic. Emphasis is placed on the software development process, the principles of user interface design and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. *Prerequisite: Algebra I*

## **Computer Programming II\* – VB.NET Honors**

Allows students to access and manipulate data in a variety of data structures including Access, Structured Query Language (SQL), XML, and text files. Emphasis is placed on advanced functionality, packaging and deploying business solutions, and program life-cycle revision and maintenance. *Prerequisite: Computer Programming I*

## **Computer Science AP(A)**

Introduces development of computer programs with an emphasis placed on logic and design issues that make programs understandable, adaptable, and when appropriate reusable. Computer Science A emphasizes object-oriented programming using the Java programming language. Students will focus on the development and analysis of algorithms, data structures and abstraction with an emphasis on problem solving. A firm foundation in math as well as written communication is recommended.

## **Computerized Accounting I**

Helps students understand the basic principles of the accounting cycle. Units include recording business transactions, preparation and interpretation of financial statements, accounting systems, and banking and payroll activities.

## **Computerized Accounting II\* Honors**

Includes partnership accounting, adjustments and inventory control systems, budgetary control systems, and cost accounting. *Prerequisite: Computerized Accounting I*

## **Construction Technology I**

Provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection, and use of tools, equipment, lumber, materials and fasteners.

## **Construction Technology II\* – 2 periods**

Covers advanced aspects of carpentry with emphasis on development of skills introduced in Level I. *Prerequisite: Construction Technology I. Recommend Geometry*

## **Cosmetology I – 2 periods**

Covers developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include sanitation, manicuring, pedicure, hair styling, chemical restructuring and color techniques.

## **Cosmetology II\* – 4 periods**

Covers advanced development of process, techniques, and skills. Topics include artificial nails, nail art, advanced chemical restructuring, advanced color techniques, facials, hair extensions and advanced hair styling. *Prerequisite: Cosmetology I*

## **Culinary Arts and Hospitality I – 2 periods**

Introduces students to basic food production, management, and service activities in both the back and the front of the "house". Emphasis is placed on sanitation, safety, and basic food preparation.

## **Culinary Arts and Hospitality II\* – 2 periods**

Includes menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced. *Prerequisite: Culinary Arts and Hospitality I*

## **Digital Electronics**

Encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

## **Drafting I**

Introduces students to the use of simple and complex graphic tools and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem solving methods, sketching, geometric construction, orthographic projection, pictorial drawings and CAD (computer assisted design).

## **Drafting-Architectural II\* Honors**

Teaches advanced applications in architectural drafting. *Prerequisite: Drafting I*

## **Early Childhood Education I – 2 periods**

Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities.

## **Early Childhood Education II\* Honors – 2 periods**

Prepares students to work with children in child care, preschool, and/or after school programs. Clinical experiences in local profit and non-profit child care centers and CMS elementary schools are an integral part of the instruction time. *Prerequisite: Early Childhood Education I.*

## **e-Commerce I Honors**

Helps students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skills development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business website. *Prerequisite: Computer Applications II*

## **e-Commerce II\* Honors**

Helps students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions and electronic commerce order entry, tracking and fulfillment. Emphasis is

# Career and Technical Education, cont.

**The following courses are appropriate for students in grades 10, 11 and 12.**

placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites. *Prerequisite: e-Commerce I*

## **Engineering Design and Development\***

Emphasizes working in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Check with your CDC for prerequisite information.

## **Fashion Merchandising**

Develops merchandising skills with a special emphasis on fashion. Units include evolution and movement of fashion, business and economics, professional development, merchandising selling, and fashion promotion.

## **Foods I - Fundamentals**

Examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management and food preparation. Skills in science and mathematics are reinforced.

## **Foods II\* - Advanced**

Focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using technology. Food safety and sanitation receive special emphasis. Students have the opportunity to take the exam for the ServSafe credential from the National Restaurant Association. *Prerequisite: Foods I – Fundamentals or Culinary Arts and Hospitality I*

## **Horticulture I**

Provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Units of study include plant growth and development, plant identification and nutrition, pest management, chemical disposal, customer relations, career opportunities and leadership development.

## **Horticulture II\* Honors**

Covers instruction that expands scientific knowledge and skills to include advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management and career planning. *Prerequisite: Horticulture I*

## **Horticulture II\* - Landscape Construction**

Provides hands-on instruction and emphasizes safety skills needed by landscape technicians. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Units of study include interpreting landscape designs, identifying landscape plants and planting/ maintaining trees, shrubs and turf. Emphasis is placed on grading and drainage, irrigation, paver installation and the use of landscape equipment. *Prerequisite: Horticulture I*

## **Hospitality Operations**

Introduces students to the career opportunities available within the hospitality industry - both in lodging and food service. This course provides a solid foundation of hospitality operations - emphasis is placed on customer service, ethics, the basics of business structure and management principles. Units include human resources, marketing and sales, accounting, housekeeping, maintenance, security and the front office.

## **Housing and Interiors I**

Focuses on housing and interior decisions that individuals and families make based on their needs, environment and technology. Units include selecting goods and services, creating functional and pleasing living environments and using design principles.

## **Housing and Interiors II\* – 2 periods**

Prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Units include application of design theory to interior plans and production, selection of materials and examination of business procedures. *Prerequisite: Housing and Interiors I or Apparel Development I*

## **Introduction to Engineering Design**

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

## **Marketing**

Develops basic knowledge, skills and attitudes that prepare students to enter the field of sales and marketing. Units include business/management/entrepreneurship, economics, communication, professional development, selling, risk management, promotion, and distribution.

## **Marketing Management \***

Continues the foundations covered in Marketing or Fashion Merchandising. Units include recruiting, hiring, training and evaluating employees; information management; purchasing; ethics; sales management; and financing. *Prerequisites: Marketing or Fashion Merchandising*

## **Marketing Technology and Media\***

Combines the marketing and economic skills that students have mastered with the latest technology in marketing sales, mass media, research and customer service presentation techniques. Units include technical writing, communications, mathematics and computer software applications *Prerequisites: Marketing, Fashion Merchandising, or Strategic Marketing and Computer Apps I*

## **Medical Sciences I**

Uses investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes the language of medicine, anatomy and physiology, body chemistry and the current and futuristic study of diseases and disorders. *Prerequisite: Biology, Algebra I, Health Education Recommended*

## **Medical Sciences II\* Honors**

Places emphasis on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems,



# Career and Technical Education, cont.

## The following courses are appropriate for students in grades 10, 11 and 12.

assessment and diagnostic practices, and health maintenance practices. Problem-solving and decision-making are stressed.

*Prerequisite: Allied Health Sciences I or Medical Sciences I*

### **Networking I**

Bases instruction on industry-validated skill standards that provide network administration curriculum to train students in the day-to-day administration of an installed network. The curriculum offers a hands-on approach to learning, and uses interactive tools and easy to follow labs to help students learn the general theory needed to build networks. This course introduces the fundamental principles of networks and their operation by using CISCO CCNA Discovery I and Discovery 2 curriculum. The CISCO CCNA© Discovery curriculum provides foundational networking knowledge, practical experience, opportunities for career exploration, and soft-skills development to help students prepare for entry-level careers in IT and networking.

### **Network Administration II\* - LINUX Honors**

Follows a certification program based on industry-validated skill standards. Topics include networking security, administrator responsibilities and documentation of work-based experiences. The expectation of this course sequence is for students to sit for the appropriate industry exam. *Prerequisite: Networking I*

### **Parenting and Child Development**

Introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on parents' responsibilities and the influence they have on children while providing care and guidance. Skills in communication, resource management and problem solving are reinforced.

### **Principles of Engineering**

Focuses on understanding the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

### **Principles of Biomedical Sciences**

This course provides an introduction to the biomedical sciences through exciting "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions.

### **Principles of Business and Personal Finance**

Develops an understanding of principles and concepts that will be the foundation for future study of business and management of work projects. Units include basic business principles, management concepts, systems thinking and total quality, and the current environment for business in an international marketplace.

### **SAS Programming I**

Engages students in project-based learning utilizing SAS programming concepts and tasks with a focus on accessing and manipulating data. Topics include: producing basic lists, summary, and statistical reports; creating SAS data sets; combining SAS data sets; creating basic

graphs; and querying data using the SQL procedure. *Prerequisite: Algebra I, Programming I or other Programming course.*

### **Scientific and Technical Visualization I**

Introduces students to the use of complex graphic tools concurrently with the student's study in an academic area. Emphasis is placed on the use of complex computer graphic tools to better understand mathematics and/or science concepts. Activities may include mathematical models, molecular structures, stratospheric and climate models, and statistical analysis.

### **Scientific and Technical Visualization II\* Honors**

Provides students with advanced skills in the use of complex visualization tools for the study of mathematics or science. Students develop increasingly complex data and concept driven visualization models. *Prerequisite: Scientific and Technical Visualization I*

### **Small Business Entrepreneurship**

Introduces students to the rewards and risks of owning or operating a business enterprise. Units include mastery skills needed to plan, organize, manage and finance a small business. *Prerequisite: Two credits in the same CTE Pathway . This is a "\*" course in selected pathways. Check with your CDC for additional information.*

### **Sports and Entertainment Marketing I**

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

### **Sports and Entertainment Marketing II\***

Continues the foundations covered in Sports and Entertainment Marketing I. Units include industry principles that apply to business management, events management, facilities management, promotion, sponsorships, client relations, legal issues and contracts, ethics, client relations, and career development options. *Prerequisite: Sports and Entertainment Marketing I*

### **Strategic Marketing Honors\***

Provides students with the marketing theory and applications that will serve as a foundation for future study and/or owning or managing their own business. Units include economics, marketing research and decision making, domestic and international markets, and financial analysis.

### **Travel, Tourism, and Recreation Marketing\***

Provides a foundation for students interested in a career in travel, tourism, and recreation marketing. Units include customer relations, travel destination, tourism promotion, economics, and the hospitality/tourism industry. *Prerequisite: Marketing*

# Career and Technical Education, cont.

**The following courses are appropriate for students in grades 10, 11 and 12.**

## **Career Based Learning Options**

### **Career and Technical Education Internships**

CTE internships are program directed opportunities for students enrolled in courses, programs of study or academies that require the work-based learning method of instruction. The required number of hours and method of awarding credit are based on the criterion outlined in each program area curriculum. Students gain hands-on exposure to their field of study for a specified period of time. Students must complete a work-based learning handbook and all activities outlined in the handbook to fulfill the requirement of the course or program.

### **Apprenticeship Programs Grades 11-12**

Apprenticeship is a planned program of on-the-job training and related instruction designed and implemented by a fully trained, skilled worker. CMS, business/industry, and the NC Department of Labor have partnered to provide career training based on recognized industry standards. Students are placed in a business as a paid employee. To participate, students must be at least 16 and have a 2.0 cumulative GPA and meet industry standards. Students receive credit towards graduation. Apprenticeship continues after graduation until mastery of the trade is achieved. **Students must provide their own reliable transportation.**

### **Academic Internship Program**

#### **Grades 10-12 Quarter**

Academic Internship Program (AIP) provides hands-on experiences for students in areas of career or academic interest. The AIP provides these opportunities for students not enrolled in courses, programs of study or academics that require work-based learning method of instruction. Students generally spend two afternoons a week (approximately six hours total per week) on their internship. Credit is awarded in one-quarter unit increments. Applications for AIP are accepted throughout the year. Students must complete the AIP student handbook and all activities outlined in the handbook to fulfill the requirements of the course or programs.

## **CTE Academies**

**For full course descriptions in the Academies see your Career Development Coordinator.**

*The academies listed below are affiliated with the National Academy Foundation in New York, New York.*

### **Academy of Engineering-MotorSports**

#### **Phillip O. Berry, Hopewell, Mallard Creek and Vance**

This career academy prepares students for post-secondary education and careers through a theme-based, contextualized curriculum approach. Academic learning experiences are combined with a project based curriculum designed to help students develop the thinking and problem-solving skills so critical to postsecondary education and career success. The Academy of Engineering was developed in collaboration with Project Lead The Way (PLTW) and the National Action Council for Minorities in Engineering (NACME).

### **Academy of Finance**

#### **International Business and Communications School at Olympic**

This career academy provides a concentrated study of the financial services industry with specialized courses in finance, on-the-job summer internships and numerous enrichment activities. Courses cover economics, taxation, budgeting, labor management relations, and international trade.

### **Academy of Information Technology**

#### **Phillip O. Berry**

This career academy introduces students to the broad career opportunities in today's digital workplace and, in the process, equips them with the personal, analytical, technical, and communications skills they need. Specialized classes in information technology, on-the-job summer internships, and numerous enrichment activities give students opportunities for an in-depth study of the information technology industry.

## **CPCC Academies – Juniors and Seniors**

### **Automotive/Motorsports Academy**

This career academy centers on the basic repair skills that are used in the automotive and motorsports industries. Courses in automotive and race car technology are offered at the North Campus. Students will earn college credits toward degrees in automotive, race car technology and engineering.

### **Construction Management Academy**

This career academy prepares students for career entry as general contractors, foremen or assistant construction superintendents. Construction Management Courses are taken at CPCC-Harper Campus. Students can earn college credits toward degrees in engineering, construction management and related fields and elective credits in high school.

### **Criminal Justice Academy**

This career academy centers instruction on planning, managing and providing corrective, security and protective, legal and homeland security services. Criminal Justice courses are offered at the CPCC-North Campus. Students participate in the Law Enforcement Exploring Post and a summer internship after their junior year.

# College Experience

## CMS–Central Piedmont Community College (CPCC) College Experience Program: 2009-2010

Juniors and seniors may take college level courses at Central Piedmont Community College. You will receive one (1) unit of credit on your high school transcript for courses successfully completed at CPCC. Some courses are co-requisite courses and must be taken together (concurrently) during the same semester to receive one (1) unit of high school (HS) credit. Some of the co-requisite courses are only required by CMS. These are denoted with asterisks (\*\*). You will also receive college Semester Hours Credit (SHC) that will be recorded on your college transcript. At the end of each semester, CPCC will issue grades to College Experience students and their high schools and establish a transcript at CPCC. Some CPCC courses are available only at a specific campus. If that is the case, the campus name is listed. Some courses may be taken On-Line. More information is available in your Guidance Office / Career Center. Your Career Development Coordinator will assist you with the registration process and answer your questions.

**College Transfer Courses:** These courses have been approved to satisfy the Comprehensive Articulation Agreement (CAA) general education core requirements at the University of North Carolina system universities and identified private four-year institutions. (See CPCC Catalog) Grades earned in community college courses which have been approved for the CAA will receive up to **5 quality points**. Other colleges/universities, both in and out-of-state, may award credit for CPCC college transfer courses.

Concentration	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
American Sign Language	ASL 111	Elementary American Sign Language (ASL) I	1/4	Co-requisite: ASL 181	Cato
	ASL 112	Elementary ASL II	1/4	Prerequisite: ASL 111 Co-requisite: ASL 182	Cato Central and Levine
Behavioral and Social Sciences	ANT 210	General Anthropology	1/3		Central
	ANT 220	Cultural Anthropology	1/3		Internet only
	HIS 111	World Civilization I	.5/3	Must be taken first as a sequential course requirement for HIS 111 and HIS 112***	Central Harper and Levine
	HIS 112	World Civilization II	.5/3	Prerequisite: HIS 111***	Central
	POL 210	Comparative Government	1/3		Cato
	POL 220	International Relations	1/3		Central
	SOC 210	Introduction to Sociology	1/3		Cato Central and Harper
Communication	COM 110	Introduction to Communication	1/3		Cato Central and North
	COM 231	Public Speaking	1/3		Central Harris and Levine
Computer Science	CIS 110	Introduction to Computers	1/3		Central, online
English	ENG 113	Literature-Based Research	1/3	Prerequisite: ENG 111 or CMS AP English II with a 3 or higher on AP exam	Cato Central Harris and Levine
Humanities	HUM 130	Myth in Human Culture	1/3		Levine

# College Experience, cont.

Concentration	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
Mathematics	MAT 161	College Algebra	1/3	Math Placement Test with min. scores of 55 on Arithmetic and 75 on Elementary Algebra	Cato Central Harper and North
	MAT 263	Brief Calculus	1/4	Prerequisite: MAT 161 with a C or higher or min. score of 86 on College-Level Math Placement Test Co-requisite MAT 263A	Central
	MAT 273	Calculus III	1/4	Prerequisite: MAT 272 with C or better or CMS Calculus BC AP with a 3 or higher on AP exam	Central
Natural Sciences	AST 111	Descriptive Astronomy	1/4	Co-requisite AST 111A	Central
	BIO 155	Nutrition	1/3		Internet only
	GEL 113	Historical Geology	1/4	Prerequisite: GEL 120	Central
	GEL 120	Physical Geology	1/4		
	GEO 131	Physical Geography I	1/4		Central and Cato
	PHY 110	Conceptual Physics	1/4	Co-requisite PHY 110A	Central
Religion	REL 110	World Religions	1/3		Cato
Visual and Performing Arts	ART 114	Art History Survey I	1/3		Central
	ART 115	Art History Survey II	1/3		Central
	DAN 110	Dance Appreciation	1/3		Central
	DRA 111	Theatre Appreciation	1/3		Central and Levine
	DRA 140	Stagecraft I	1/3		Central
	DRA 141	Stagecraft II	1/3	Prerequisite: DRA 140	Central
	MUS 110	Music Appreciation	1/3		Central and Levine
	MUS 210	History of Rock Music	1/3		Central
	MUS 112	Introduction to Jazz	1/3		Central

# College Experience, cont.

**Career and Technical Education Courses:** These courses complement the Career and Technical Education (CTE) courses for students following a College/University/College Tech Prep, College Tech Prep or Career Prep Course of Study. They may be used to satisfy part of the four CTE units required to get a diploma in any of the above mentioned Courses of Study. Technical courses that transfer into a program of study at a four-year college or university are in **BOLD italics** and receive up to **5 quality points**.

CTE Pathway	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
Agriculture and Natural Resources	HOR 160	Plant Materials I	1/3		Cato
	HOR 260	Plant Materials II	1/3		Cato
	HOR 168	Plant Propagation	1/3		Cato
	TRF 152	Landscape Maintenance	1/3		Cato
	TRF 110	Introduction Turfgrass Culture & Identification	1/3		Cato
Business Technologies	BUS 110	Introduction to Business	1/3		Cato and Central
	BUS 121	Business Math	1/3	Prerequisite: Reading & Math Placement Tests	Central
	<b>CSC 120</b>	<b>Computing Fundamentals I</b>	1/4	Prerequisite: Math Placement Test - Students are strongly encouraged to take programming language prior to taking this course.	Central
	CSC 141	Visual C++ Programming	1/3		Central, online
	CSC 143	Object-Oriented Programming	1/3		Central, online
	CSC 153	C# Programming	1/3		Central, online
	CTS 210	Computer Ethics	1/3	Prerequisite: CIS 110 or CMS Computer Applications I: "B" or higher and 80 or above on VoCATS Post Assessment.	Central, online
	DBA 110	Database Concepts	1/3	Prerequisite: CIS 110	Central, online
	DBA 115	Database Applications	1/3	Prerequisite: DBA 110	Central, online
	INT 110	International Business	1/3		
	HRM 240	Hospitality Marketing	1/3	Prerequisite: Placement Tests: Sentence Skills 86-120; Reading 80-120 & Arithmetic 65-120	Central
	MKT 122	Visual Merchandising	1/3		Central (Fall only)



# College Experience, cont.

CTE Pathway	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
	MKT 123	Fundamentals of Selling	1/3		Central and Internet
	MKT 221	Consumer Behavior	1/3		Central and Levine (Spring only)
	SEC 110	Security Concepts	1/3		Central, online
	SGD 111	Introduction to SGD	1/3		Central, online
	SGD 112	SGD Design	1/3		Central, online
	SGD 113	SGD Programming	1/3		Central, online
	SGD 114	3D Modeling	1/3		Central, online
	WEB 115	Web Markup and Scripting	1/3		Central, online
	WEB 140	Web Development Tools	1/3		Central, online
Commercial & Artistic Production Technologies	GRA 245	Printing Sales/Service	1/3		Harper (Spring only)
	DES 115	Color Theory	1/3		Central
	DES 135	Principles & Elements of Design I	1/4		Central
Construction & Engineering Technologies	ARC 111	Introduction to Architectural Technology (Basic Drawing)	1/3		
	ARC 112	Construction Materials & Methods	1/4		Central
	CMT 210	Professional Construction Supervision	1/3		Harper
	CMT 212	Total Safety Performance	1/3	Co-req. CMT 210	Harper
	CAR 114	Residential Building Codes	1/3		Harper
	BPR 130	Blueprint Reading for Construction	1/3		Harper
Engineering Technologies	CET 125	Voice and Data Cabling	1/3		Central, Harper
	DFT 154	Introduction to Solid Modeling	1/3	Prerequisite: DFT 151 or EGR 120 or CMS Drafting I: "B" or higher and 80 or above on VoCATS Post Assessment	
	DFT 170	Engineering Graphics	1/3		
	GIS 111	Introduction to GIS (Geographic Information Systems)	1/3		Central
	GIS 112	Introduction to GPS (Geographic Positioning Systems)	1/3		Central

# College Experience, cont.

CTE Pathway	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
	GIS 120	Introduction to Geodesy	1/3		Online
	GIS 121	Geo-referencing and Mapping	1/3		Online
	GIS 240	Air Photo Interpretation	1/3		Online
	MAC 111Y	Machining Technology I	1/3		Central
	MAC 111X	Machining Technology I	1/3		Central
	MAC 121	Introduction to Computer Numerical Control	.5/2	Must be taken as a Corequisite: MAC122**	FALL ONLY Central
	MAC 122	Computer Numerical Control	.5/2	Must be taken as a Corequisite: MAC121**	FALL ONLY Central
	MAC 124	Computer Numerical Control Turning	1/5	Must be taken as a Corequisite: MAC232	FALL ONLY Central
	MAC 231	Computer Numerical Control Graphics Prog: Turning	1/3		FALL ONLY Central
	MAC 231	Computer Numerical Control Graphics Prog: Milling	1/3	Prerequisite: MAC 121	FALL ONLY Central
	MEC 161	Manufacturing Processes I	1/3		Central
	MEC 111	Machine Processes I	1/3		
	SST 110	Introduction to Sustainability	1/3		
Public Service Technologies	<b>CJC 111</b>	<b>Introduction to Criminal Justice</b>	1/3		North
	CJC 112	Criminology*	1/3		North
	CJC 113	Juvenile Justice	1/3		North
	<b>CJC 121</b>	<b>Law Enforcement Operations</b>	1/3		North
	CJC 131	Criminal Law	1/3		North
	CJC 231	Constitutional Law	1/3		North
	CJC 212	Ethics & Community Relations	1/3		Online
	CJC 221	Investigative Principles	1/4		North
	<b>CJC 141</b>	<b>Corrections</b>	1/3		North
	CJC 241	Community Based Corrections	1/3		North
	FIP 120	Introduction to Fire Protection	1/3		Central
	FIP 124	Fire Prevention and Public Education	1/3		Online
	FIP 128	Arson Investigation	1/3		
	FIP 132	Building Construction	1/3		Online
	FIP 136	Inspection and Codes	1/3		Online
	FIP 140	Industrial Fire Protection	1/3		Online
	FIP 148	Fixed & Portable Extinguishing Systems	1/3		Online
	FIP 152	Fire Protection Law	1/3		
	FIP 276	Managing Fire Law	1/3		
Transport Systems	AUB 111	Painting and Refinishing I	1/4		North
	AUB 112	Painting and Refinishing II*	1/4	Prerequisite: AUB 111	North

# College Experience, cont.

CTE Pathway	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
	AUB 121	Non-Structural Damage I	1/3		North
	AUB 131	Structural Damage I	1/4		North
	AUT 116	Engine Repair	1/3		North
	AUT 141	Suspension Systems and Steering	1/4		Levine and North
	AUT 181	Engine Performance- 1	1/3		Levine and North
	HET 119	Mechanical Transmissions	1/3		North
	HET 125	Preventative Maintenance	1/3	Co-requisite: HET 126	North
	HET 127	Shop Rules & Regulations	1/3	Co-requisite: HET 231**	North
	RCT 121	Race Car Welding	1/3		North
	RCT 110	Introduction to Racing	.5/2	Must be taken as a Co-requisite: RCT 255**	North
	RCT 255	Sheet Metal Fabrication	.5/2	Must be taken as a Co-requisite: RCT 110**	North

## Other Courses:

Program	CPCC#	Course Name	Credit HS/SHC	Prerequisite/ Co-requisite	Campus
Success Skills	ACA 118	College Study Skills (one credit is considered college transfer credit)	.5/2	Must be taken as a Co-requisite: ACA 120**	Cato Central and Levine
	ACA 120	Career Assessment	.5/1	Must be taken as a Co-requisite: ACA 118**	Cato Central and Levine
Air Conditioning/ Heat/Refrigeration	AHR 110	Intro to Refrigeration	1/5		Harper
	AHR 111	HVACR Electricity	1/3		Harper
Electricity	ELC 111	Intro to Electricity	1/3		Harper
	ELC 113	Basic Wiring I	1/4		Harper
	HEA 110	Personal Health and Wellness	1/3		Online
Welding	WLD 121	Welding (GMAW) (MIG) FCA/Plate	1/4		Harper
	WLD 131	Welding (GTAW) (TIG) Plate	1/4		Harper
	WLD 141	Symbols and Specifications	1/3		Harper

\*\*Identified as a CMS Co-requisite

\*\*\*Identified as a CMS prerequisite as a required sequential course for HIS 111 and HIS 112

(Each course earns .5 units. Both must be in correct sequence to earn 1.0 high school units of Social Studies credit.)

Revision: 12/15/08

# Exceptional Children Programs

Courses which begin with an **EC** code do not follow standard course of study, and students do not take the end-of-course tests. Students with an Individual Education Program (IEP) recommendation for enrollment in the **Occupational Course of Study** must complete all coursework and hours of training/employment as required by the NCDPI to earn a diploma through the Occupational Pathway. Inclusion is the understanding that ALL students will have access to the knowledge, skills and value necessary to live productive lives.

Exceptional Children Programs			
<p><b>English</b></p> <p>EC English I EC English II EC English III EC English IV EC Communication Arts I EC Communication Arts II EC Communication Arts III EC Communication Arts IV EC Occupational English I EC Occupational English II EC Occupational English III EC Occupational English IV</p> <p><b>Mathematics</b></p> <p>EC Math 1 EC Math 2 EC Math 3</p>	<p>EC Math 4 EC Occupational Mathematics 1 EC Occupational Mathematics 2 EC Occupational Mathematics 3</p> <p><b>Social Studies</b></p> <p>EC World Hist EC US Hist EC Civics &amp; Economics EC Intro to Communications I EC Intro to Communications II EC Occupational Social Studies I EC Occupational Social Studies II</p> <p><b>Science</b></p> <p>EC Bio EC Earth/Environment Science EC Science</p>	<p>EC Occupational Science I EC Occupational Science II</p> <p><b>Health/PE</b></p> <p>EC Adp Health/PE ECS Adp PE</p> <p><b>Electives/Other</b></p> <p>EC Careers EC Prs Lvg I EC Prs Lvg II EC Car Exp I EC Car Exp II EC Life Skills EC Job Training EC Community Training EC Occupational Preparation I EC Occupational Preparation II</p>	<p>EC Occupational Preparation III EC Occupational Preparation IV EC Occupational Preparation V EC Occupational Preparation VI EC Occupational Prep Lab I EC Occupational Prep Lab II EC Occupational Prep Lab III EC Occupational Prep Lab IV EC Occupational Prep Lab V EC Occupational Prep Lab VI EC Study Skills I EC Study Skills II EC Study Skills III EC Study Skills IV EC Study Skills V EC Study Skills VI</p>

## Exceptional Children Course Descriptions

### English

#### **EC: English I, English II, English III, English IV**

Progression of instruction in reading, writing, speaking, listening skills, reading comprehension, written communication skills.

#### **EC: Comm Arts I, Comm Arts II, Comm Arts III, Comm Arts IV**

Progression of instruction in letter and word recognition, functional writing and reading, following directions, sequencing, survival skills, personal interest reading, communication skills for employment, reading and writing for information at home/work/community, recreational and leisure reading and writing.

#### **EC: Occupational English I, Occupational English II, Occupational English III, Occupational English IV**

Instruction following course requirements developed by the NCDPI for students pursuing the occupational pathway for a diploma.

### Mathematics

#### **EC: Math 1, Math 2, Math 3, Math 4**

Progression of instruction in practical and applied math skills such as addition, subtraction, multiplication, division, time measurement, money skills, use of calculator, fractions, decimals, percents, computations, geometric configurations.

#### **EC: Occupational Mathematics 1, Occupational Mathematics 2, Occupational Mathematics 3**

Instruction following course requirements developed by the NCDPI for students pursuing the occupational pathway for a diploma.

### Social Studies

#### **EC: World History, US History, Civics & Economics**

These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence. History is a basic, functional-level course.

#### **EC: Intro to Communications I & II**

Progression of instruction in understanding the community in which the student lives and fostering independent living. Self advocacy, consumer skills, communication, appropriate public behaviors, work-related behaviors, community leisure/recreation skills, home and school awareness and active participation are stressed.

#### **EC: Occupational Social Studies I**

Instruction following course requirements developed by NCDPI for students pursuing the occupational pathway for a diploma.

#### **EC: Occupational Social Studies II**

Instruction following course requirements developed by NCDPI for students pursuing the occupational pathway for a diploma.

### Science

#### **EC: Earth/Environmental Science, Biology, Science**

These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence.

#### **EC: Occupational Science I**

Instruction following course requirements developed by NCDPI for students pursuing the occupational pathway for a diploma.

# Exceptional Children Programs, cont.

## **EC: Occupational Science II**

Instruction following course requirements developed by NCDPI for students pursuing the occupational pathway for a diploma.

## **Health/PE**

### **ECS: Adp PE**

Physical Education instruction adapted to meet the needs of the student, per IEP goals and objectives.

### **EC: Adp Hlth/PE**

One semester each of PE and Health to meet the needs of the student, per IEP goals and objectives.

## **Electives/Other**

### **EC: Careers**

Students study various career options, the world of work, skills necessary to be successful on the job, and explore various career opportunities.

### **EC: Prs Lvg 1, Prs Lvg 2**

Progression of instruction in skills for daily living and self management, self and community mobility, community transportation and safety, school mobility and safety, hygiene and health, foods, home management, family living, clothing management and maintenance are stressed with the focus on independence and life-long success.

### **EC: Car Exp 1, Car Exp 2**

Progression of instruction in understanding the world of work. Personal and career roles are explored along with various aspects of work, discussion and exploration of appropriate and available jobs, career preparation, job-seeking strategies, site opportunities for working and training, employability skill development, and occupational independence. Emphasis is on preparing the student to be an independent and employed adult.

### **EC: Life Skills**

This course provides instruction in life skills integral to students' successful functioning in mainstream society. Structured social skill instruction is stressed. Course may be taken more than once, depending on IEP goals.

## **EC: Occupational Preparation I, Occupational Preparation II, Occupational Preparation III, Occupational Preparation IV, Occupational Preparation V, Occupational Preparation V I**

Instruction following course requirements developed by the NCDPI for pursuing the occupational pathway for a diploma.

### **EC Occupational Preparation Lab I, II, III, IV, V, VI, (Y)**

Designed to provide workplace application of skills taught in Occupational Preparation classes. Primary goals are to instruct students in behaviors, habits and skills necessary to obtain and maintain employment. Students participate in a variety of work-based learning activities in community environments for hands-on experience.

### **EC Job Training (Y)**

Designed to provide instruction in basics of vocational preparation through exploration, assessment and training at community sites. Students receive instruction in world of work through practice and sampling of actual jobs in the community. Course may be taken more than once, depending on IEP goals.

### **EC Community Training (Y)**

Designed to provide instruction for application of daily living skills to community environments. Students practice independent living, recreation and leisure, social, functional academics and self-management skills in community settings for greater independence. Course may be taken more than once, depending on IEP goals.

## **ECS Electives**

Courses which begin with an **ECS** follow standard course of study.

### **ECS Study Skills I, II, III, IV, V, VI**

Designed to provide curricular assistance, learning strategies, and/or support to EC students in the areas of science, health, and social studies. Primary goals are to reinforce skills taught in mainstreamed classes, assist with modifications, provide optional testing or test environments and to enable EC students to be successful in mainstreamed classes. Usually for students enrolled in no more than one EC class.

## **Notes:**

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# High School Athletics - Grades 9-12

**Vision:** To ensure all student-athletes become responsible citizens and demonstrate a spirit of generosity, sportsmanship and teamwork as effective participants in the arena of society.

## Sports Offerings

FALL	WINTER	FALL
Football	Men's Basketball	Baseball
JV Football	Men's JV Basketball	JV Baseball
Men's Cross Country	Women's Basketball	Women's Soccer
Women's Cross Country	Women's JV Basketball	Women's JV Soccer
Men's Soccer	Swimming/Diving	Women's Softball
Men's JV Soccer	Wrestling	Women's JV Softball
Women's Golf	Indoor Track	Men's Tennis
Women's Tennis	Cheerleading	Men's Golf
Women's Volleyball	JV Cheerleading	Men's Track
Women's JV Volleyball		Women's Track
Cheerleading		
JV Cheerleading		

## Responsibilities of Parents and Student-Athletes

*The Student-Athlete:*

- Must receive a medical examination each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant.
- Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation.
- May not, as an individual or as a team, practice during the school day.
- May only attend summer camps to which the athlete or his/her parents pay the fees.

## Additional Information

Athletic information included in this Student-Parent Handbook is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the **Charlotte-Mecklenburg Schools Department of Athletics Web site at [www.cms.k12.nc.us/departments/athletics](http://www.cms.k12.nc.us/departments/athletics) or call (980) 343-6980.**

## Athletic Eligibility Requirements

Only students in grades 7-12 may participate in interscholastic athletic competition (North Carolina Board of Education Regulation). In order to qualify for public school athletic or extra-curricular participation, a student must meet the following eligibility requirements, but is not limited to:

### General Academic Requirements

- Must meet local promotion standards
- Must have earned a 2.0 GPA from previous quarter
- Must have 85 percent attendance from previous semester
- Must have passed a minimum load of work during the previous semester\*\*
- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before October 16 of said school year

## Athletic Participation

- Students must be enrolled at the school to which they are properly assigned under CMS student assignment rules.
- Student-athletes establish a "sports school" at which they are eligible to participate in interscholastic athletics. The sports school for new students and 9th graders is the school in which the student is enrolled on the official first day of school.
- For other students, the sports school will usually be either the school attended in 2007-08 or the student's home school. There are exceptions to this general rule. Contact the Charlotte-Mecklenburg Schools Athletics Department for detailed information at (980) 343-6980.

# High School Athletics - Grades 9-12, cont.

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- A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.) This rule applies to students who transfer from a magnet program to another school or magnet program, even if they are the same campus.
- A student-athlete is prohibited from playing the same sport at two schools during the same sports season, even if the second school is the student's home school.
- No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's entry into the ninth grade or participation on a high school team, whichever occurs first. For students who skip the ninth grade and advance directly to the 10th from the eighth, the year prior to entering the 10th grade is considered the first year of entry into ninth grade for athletics. The principal shall have evidence of the date of each player's entry into ninth grade. The North Carolina cumulative record is sufficient.

## Exceptional Children

The 2.0 eligibility rule will be waived if (1) IEP goals are being met; (2) satisfactory progress is being made in mainstreamed classes and (3) has the principal's recommendation.

## Extended Year

Grades received in extended year courses, which are repeated from failed year courses, may be substituted for 4th quarter grades when computing the athletic grade point averages for fall competition.

\*\*High School: For athletic eligibility purposes, a minimum load is defined as passing a minimum of six out of eight courses in the AP/IB format of block scheduling during the traditional school day.

## 2008-2009 Changes to High School Athletic Eligibility

CMS staff, coaches, athletic directors, principals and the superintendent has developed a plan to improve procedures related to athletic eligibility.

Some of those changes go into effect for the fall 2008 sports season:

- Parents of student-athletes, and the athletes themselves, will be required to attend an open house before the fall, winter and spring sports seasons. They will receive more information on dates and times for the open houses soon.
- CMS TV created a video that explains athletic-eligibility rules and the consequences for violations. The video will be shown in all high schools and will be broadcast on CMS TV.
- CMS is working on an anonymous hot-line system for students, parents and community members to report suspected violations of eligibility requirements.
- CMS is improving its computer database and record-keeping systems to streamline storage of and access to eligibility information about student-athletes.

The changes were recommended by the 24-member Athletic Eligibility Advisory Committee. CMS Superintendent Peter C. Gorman convened the committee in January after a record number of student-athletes were declared ineligible during the 2007-2008 sports seasons. Dr. Gorman is reviewing some of the committee's other recommendations. Updates can be found at the CMS Web site, [www.cms.k12.nc.us](http://www.cms.k12.nc.us).

For more information about athletic-eligibility rules and the consequences for violations:  
[www.cms.k12.nc.us/departments/athletics](http://www.cms.k12.nc.us/departments/athletics)

# Summary of Standards

The following course descriptions are from a *Summary of Standards for Calculating the Weighted Grade Point Average and Class Rank on North Carolina Public High School Transcripts*:

### **Basic/Introduction to.../Standard Version of Course**

This is the standard version of any course. Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

### **Academically Gifted/Honors**

Course content, pace, and academic rigor put high expectations on the student and surpass standards described in NCSCS. Emphasis is on providing content challenge to academically mature students. The state weighting system adds the equivalent of one quality point to the grade earned in such courses.

Arts Education Honors courses are defined by the level of excellence expected of students based on the National Standards for Arts Education and the North Carolina Standard Course of Study. These courses generate rigorous learning opportunities that continually challenge students in all four areas and provide exemplary students the creative and cognitive growth necessary to succeed in further academic studies.

### **Advanced Placement/International Baccalaureate (IB)**

Course content, pace and academic rigor is college-level as adopted by the College Board or the International Baccalaureate (IB) program that is geared to enable students to pass the AP or IB test. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course. (See CMS specific policies and regulations regarding AP/IB exams and credits.)

### **Notes:**

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# Glossary

Arts Education Honors courses are defined by the level of excellence expected of students based on the National Standards for Arts Education and the North Carolina Standard Course of Study. These courses generate rigorous learning opportunities that continually challenge students in all four areas and provide exemplary students the creative and cognitive growth necessary to succeed in further academic studies.

## **Advanced Placement/International Baccalaureate (IB)**

Course content, pace and academic rigor is college-level as adopted by the College Board or the International Baccalaureate (IB) program that is geared to enable students to pass the AP or IB test. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course. (See CMS specific policies and regulations regarding AP/IB exams and credits.)

## **ACT**

American College Testing is designed to test students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading and science reasoning.

Most colleges will accept ACT scores for admission.

## **Career Clusters**

Career Clusters prepare learners for a full range of occupations/career specialties, focusing on technical, academic and employability knowledge and skills.

## **Career Fields**

A category of careers combining Career Clusters based on a set of required knowledge and skills for career success.

## **GPA**

Grade Point Average- determined by the number of courses taken and grades earned in those courses. This is used to determine class rank.

## **Grant**

Money given, usually by the federal or state government or a private foundation, for the purpose of paying for college. A grant does not have to be repaid.

## **International Baccalaureate Concentrated Studies Program**

A program offered for IB continuation students giving them the opportunity to receive IB authorized credits under specific guidelines while not participating in the IB diploma program.

## **International Baccalaureate Middle Years Program (IBMYP)**

A 6th –10th grade continuum that is authorized by the International Baccalaureate Organization (IBO). Focus is on foreign language, humanities, advanced math, and an intensive study of the core subjects integrating internationalism and areas of interaction. Students develop the skills and discipline necessary for success in the IB program in grades 11 and 12.

## **Initial Course**

The first course that a student is advised to take in preparation of study in a career field.

## **Pathways**

Sequential courses within Career Technical Education programs designed to prepare students for initial employment, further education at the community college or university level, and/or business ownership. A student must take a minimum of four of these courses with one being an advanced course.

## **PSAT**

Preliminary Scholastic Aptitude Test – measures critical reading, math problem-solving, and writing skills. This test is usually administered to all 9th through 11th graders in CMS. This test is considered a “practice” test for those students who may take the SAT exams.

## **SAT Subject Test (formerly SAT II)**

Subject specific tests are one hour, primarily multiple choice tests that measure knowledge or skills in a particular subject or a student's ability to apply that knowledge. Many colleges require or recommend one or more of the subject tests for admission or placement.

## **SAT Reasoning Tests (formerly SAT I)**

The new SAT was administered for the first time in March 2005.

Changes included:

- The former SAT verbal section was renamed critical reading. This section no longer includes analogies. Short reading passages were added to existing long reading passages.
- A new section called the SAT writing section was added. It contains multiple-choice grammar questions as well as a written essay.
- The SAT math section was expanded to cover three years of high school math and covers concepts from Geometry, Algebra I and Algebra II.





**GLOBAL COMPETITIVENESS STARTS HERE.**

**REACH FURTHER.**



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