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**HIGH SCHOOL
PLANNING
GUIDE**

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Directory

Ardrey Kell980-343-0860
9500 Community House Road	
Phillip O. Berry Academy of Technology.980-343-5992
1430 Alleghany Street	
Butler . . . . .	.980-343-6300
1810 Matthews-Mint Hill Road, Matthews	
Cato Middle College . . . . .	.980-343-1452
8120 Grier Road	
Cochrane Collegiate Academy . . . . .	.980-343-6460
6200 Starhaven Drive	
East Mecklenburg . . . . .	.980-343-6430
6800 Monroe Road	
Garinger . . . . .	.980-343-6450
1100 Eastway Drive	
Harding University . . . . .	.980-343-6007
2001 Alleghany Street	
Hawthorne . . . . .	.980-343-6011
1411 Hawthorne Lane	
Hopewell . . . . .	.980-343-5988
11530 Beatties Ford Road	
William A. Hough . . . . .	.980-344-0511
12420 Bailey Road	
Independence. . . . . .	.980-343-6900
1967 Patriot Drive	
Mallard Creek . . . . .	.980-343-1341
3901 Johnston Oehler Road	
Midwood . . . . .	.980-343-3697
1817 Central Avenue	
Military & Global Leadership Academy at Marie G. Davis . . . . .	.980-343-0006
3343 Griffith Street	
Myers Park . . . . .	.980-343-5800
2400 Colony Road	
North Mecklenburg . . . . .	.980-343-3840
11201 Old Statesville Road, Huntersville	
Northwest School of the Arts. . . . . .	.980-343-5500
1415 Beatties Ford Road	
Olympic. . . . . .	.980-343-3800
4301 Sandy Porter Road	
School of Biotechnology, Health and Public Administration at OHS	
	.980-343-1110
School of International Business and Communications Studies at OHS	
	.980-343-1104
School of International Studies and Global Economics at OHS	
	.980-343-1113
Math, Engineering, Technology and Science at OHS	
	.980-343-1101
Renaissance School at OHS	
	.980-343-1107
Performance Learning Center . . . . .	.980-343-1118
1400 North Graham St.	
Providence . . . . .	.980-343-5390
1800 Pineville-Matthews Road	
Rocky River . . . . .	.980-344-0409
10505 Clear Creek Commerce Drive	
South Mecklenburg . . . . .	.980-343-3600
8900 Park Road	
Turning Point Academy . . . . .	.980-343-5231
2300 West Sugar Creek Road	
Vance. . . . . .	.980-343-5284
7600 IBM Drive	
West Charlotte . . . . .	.980-343-6060
2219 Senior Drive	
West Mecklenburg. . . . . .	.980-343-6080
7400 Tuckaseegee Road	

HIGH SCHOOL MAGNET ENTRANCE AND CONTINUATION REQUIREMENTS 2012-2013 SCHOOL YEAR

Entrance Requirements for Magnet Programs

Entrance requirements exist for certain 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.

Please note that the Occupational Course of Studies (OCS) curriculum is not offered at Phillip O. Berry, the Military and Global Leadership Academy at Marie G. Davis, and Northwest School of the Arts. Students in the OCS program cannot be scheduled for OCS courses at these schools.

Acknowledgement of Magnet Program Entrance Requirements

- An acknowledgement of magnet program expectations and entrance and continuation requirements is required in order to complete and submit an online magnet lottery application. Individuals submitting a Request for Reassignment/Transfer to a magnet program must acknowledge magnet program expectations and entrance and continuation requirements when they submit the online form, or the request cannot be processed.

Magnet Theme Entrance Requirements

- INTERNATIONAL BACCALAUREATE (grades 9-12)** – Students entering high school 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) proficiency in Reading and Math, 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) proficiency in English 1 and Algebra 1 or Algebra 2 on EOC tests taken at the end of ninth grade. Applying students who are taking Geometry must pass and receive credit for the course by the end of the school year. In order to enter the IB Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Geometry; Algebra 2; Earth/Environmental Science and/or Biology; Chemistry and/or Physics; World History; Civics and Economics; and level 3 of Language B (e.g., French, German, 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.
- MILITARY AND GLOBAL LEADERSHIP ACADEMY AT MARIE G. DAVIS (grades 9-12)** – Students entering grades 9-12 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 an interview appointment (980-343-0006).
- NORTHWEST SCHOOL OF THE ARTS (grades 9-12)** – Students entering grades 9-12, including current eighth grade NWSA students, must submit a NWSA audition application and successfully 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 audition information (980-343-5500).
- STEM: SCIENCE, TECHNOLOGY, ENGINEERING & MATH (grades 9-12)** – Students entering grade 9 must score at or above grade level (level III or IV) proficiency in Math and Science, 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) proficiency on the Algebra 1 or Algebra 2 EOC test and must have earned one high school Science credit in the school year prior to attending. Applying students who are taking Geometry must pass and receive credit for the course by the end of the school year. Students entering in grades 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.

- WORLD LANGUAGES – Language Immersion (grades 9-12)** – Students entering the Academy of International Languages at grades 9-10 must score at or above grade level (level III or IV) proficiency in Reading, based on the Reading EOG or English 1 EOC test taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grade 9 must have successfully completed the first level of a world language prior to attending, or, be willing to take both level 1 and level 2 of a world language in ninth grade. Students entering grade 10 must have completed the second level of a world language. Students entering in grades 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

Once students are admitted into a magnet program in middle or high school, they are expected to participate in specific components, to enroll in required magnet courses and to pass the required courses. This section outlines the continuation requirements to remain in a magnet program.

Magnet Continuation & Specific Magnet Components

There are specific magnet components required in certain magnet programs:

ACADEMY OF INTERNATIONAL LANGUAGES - successful participation in an internship at grade 11, if that option is selected by student

INTERNATIONAL BACCALAUREATE - promotion to the next grade level; performance of Community, Action and Service (CAS) requirements

MILITARY AND GLOBAL LEADERSHIP – promotion to the next grade level; adherence to designated school and military uniform attire and grooming standards

MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION IN MAGNET PROGRAMS

Students in CMS magnet programs are expected to fulfill minimum course requirements related to the magnet theme in order to maintain active status as a magnet student and continue to the next grade level within the magnet program (CMS Board Policy regulation JCA-R). Course requirements listed below are used in maintaining magnet program eligibility for students.

One Course per Year:

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

- East Mecklenburg, Harding, Myers Park, North Mecklenburg, West Charlotte - IBMYP (Grades 9-10)*
- Marie G. Davis Military & Global Leadership Academy
- Northwest School of Visual and Performing Arts (Grades 11 & 12)



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

Course Requirements Over Grades 9 & 10

IBMYP magnet students take MYP designated courses including: English, Math, Science, Humanities, World Language (Language B), Arts and Physical Education. To continue in the IB program, high school IBMYP students are required to: 1) progressively schedule their MYP course work in order to meet grade 11 prerequisite course entry criteria; 2) take a full MYP course load and pass at least three MYP courses each year; and, 3) be promoted to the next grade. In addition, tenth graders must complete the Personal Project.

IB Diploma Program Course Requirements Over Grades 11 & 12

East Mecklenburg, Harding, Myers Park, North Mecklenburg, and West Charlotte IB Program 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, concurrently over two years, as well as the core elements of the program (Theory of Knowledge, the extended essay, and creativity, action, service). An IB Diploma candidate must successfully complete six IB courses and exams (three or four courses at Higher Level) and the Theory of Knowledge course.

**There are entry requirements for the IB Middle Years Program (IBMYP), the IB Diploma program preparatory courses offered in middle school grades 6-8 and in high school grades 9 and 10. In order to continue to the IB Diploma program in eleventh grade, a student must progressively schedule coursework so that specific course requirements are met prior to the eleventh grade. Prerequisite courses for the IB Diploma program (grades 11 & 12) are as follows: English 9; English 10; Geometry; Algebra II; Earth/Environmental Science and/or Biology; Chemistry and/or Physics; World History; Civics and Economics; and level 3 of Language B (e.g., French, German, or Spanish). 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)*

HIGH SCHOOL MAGNET PROGRAM OFFERINGS FOR 2012-2013

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. There are entrance requirements for this magnet program. Offered at South Mecklenburg and West Mecklenburg

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

**International Baccalaureate (IB) Diploma	
Language A1	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

Military and Global Leadership Academy at Marie G. Davis (9-12)

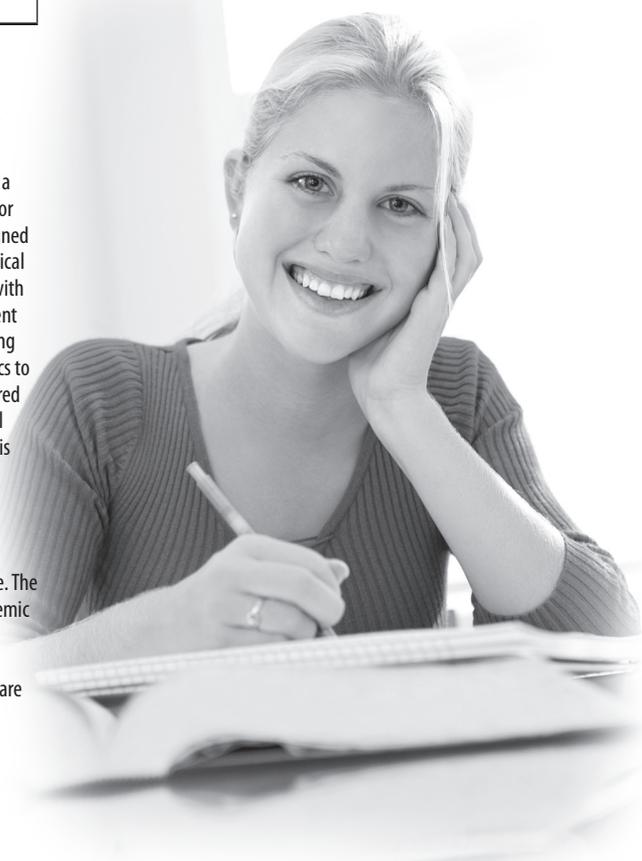
The Military and Global Leadership Academy provides a rigorous, traditional academic learning environment for students. The program is NOT a boot camp but is designed to develop students' problem solving, creative and critical thinking skills. Students in this program are instilled with a sense of responsibility 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. There are entrance requirements for this magnet program.

Northwest School of the Arts (9-12)

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.

STEM Academies at Phillip O. Berry Academy of Technology (9-12)

Berry Academy provides an accelerated core academic curriculum in STEM (Science, Technology, Engineering, and Math) as well as relevant technical offerings specific to Academic Career Pathways found in three academy clusters: the Academy of Engineering; the Academy of Information Technology; and, the Biomedical Academy. 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.





NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

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

Credits	The following designated number of credits per subject listed below must 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

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.

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.

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

APID - ADVANCED PLACEMENT INTERNATIONAL DIPLOMA

APID Criteria

Two AP Exams from two different languages selected from English and/or world languages.

- 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

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.

CHARLOTTE-MECKLENBURG SCHOLARS

Effective for students entering 9th grade in 2005 and after. A total number of 30 credits is required:

Credits	Course
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 on 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
An overall unweighted GPA of 3.5 is required (at end of 1st semester of 12th grade)	

Advanced Placement Courses Expectations and Student Inventory

Congratulations for considering the challenges and opportunities that Advanced Placement (AP) courses offer. Research has shown that students who participate in AP courses outperform others in college, particularly in grades and graduation rates. CMS believes that all children deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses. We want to provide our students and parents with information to aid them in determining what AP classes and how many AP classes a student should consider. If you would like further information about the Advanced Placement program, please contact your child's counselor or the Talent Development/Advanced Studies/AVID department at 980-343-6955.

When making a decision about taking AP courses, students should consider the following questions:

1. How do you work independently?
2. How will you manage the increased homework (1-2 hours per night per AP course) and expectations of AP courses?
3. How diligently are you willing to work to be successful in the course?
4. Speak to the teacher of the course - what are the specific expectations of that teacher/that course?
5. What kinds of support do you feel you need to be successful in an AP course (i.e. tutoring, writing preparation, reading preparation, study skills)? How will you develop that support?
6. What is your understanding of the significance of the AP exam at the end of the year? How will you benefit from studying for the exam and striving to do your best?

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
6. 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

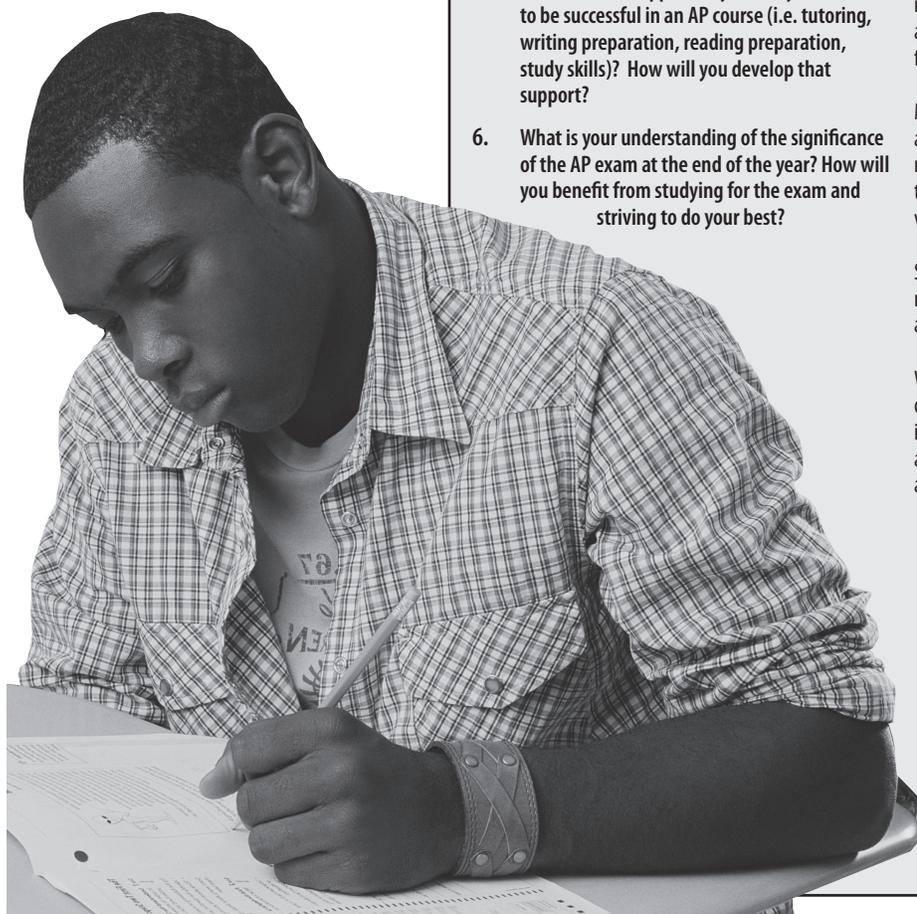
ENGLISH – reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres

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



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 work on organization and developing their Writing, Inquiry, Collaboration, and Reading (WICR) skills. Rigorous in-class tutorials assist students in increasing their achievement in academic classes.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global 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 in many of the CMS middle and high schools. Please contact your school for information about availability and how to enroll.

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 in Mecklenburg County. 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/cmsdepartments/ci/fed-state-programs/drivers-ed/Pages/default.aspx>

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. JROTC Level III and IV Honors Curriculum with an additional quality point have been added to all CMS JROTC Programs. 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 year's CMS JROTC students had a 98% on time graduation rate and received \$10.2 million in scholarships and appointments to Service Academies.

Air Force JROTC (Aerospace Science)

Available at: 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, health and wellness, 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.

Army JROTC (Military Science)

Available at: Berry Academy, Butler, Garinger, Harding, Hopewell, Hough, Mallard Creek, Military and Global Leadership Academy at Marie G. Davis, Myers Park, Olympic, Rocky River, West Charlotte.

Military Science I, II, III & IV

Includes instruction in Army history, leadership and managerial skills, geography, character development, effective communication skills, goal setting and time management, global and cultural studies, 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 a continuation of 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)

Available at: Providence, South Mecklenburg

Naval Science I, II, III & IV

Includes academic instruction in leadership, citizenship, college preparation, Maritime geography and history, military justice, international law, sea power and national security, naval Operations and skills, ethics and personal finances. The military portion focuses on additional military orientation subjects as well as basic drill, uniform inspections and military bearing and courtesies. Students also participate in various team building and fitness programs during class. 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 a desire to learn. Level II, III, and IV require the successful completion of the previous levels and Senior Naval Science Instructor approval.

Marine Corps JROTC (Military Science)

Available at: Ardrey Kell.

MCJROTC I, II, III & IV

Includes instruction in Marine Corps history, customs and courtesies, national security, military organization, physical fitness, drill and ceremonies and land navigation while stressing leadership and character development, and civic responsibility. Students in the MCJROTC Program have increased opportunities for ROTC scholarships and Service academy appointments. Each level in the program offers continuation of the previous subjects and greater opportunities to develop and practice leadership skills. *Prerequisite:* Be in the 9th grade or above, good moral character and a desire to learn. Level II, III, and IV require the successful completion of the previous levels and Senior Naval Science Instructor approval.

CMS JROTC Honors III & IV

Available at: Ardrey Kell, Berry Academy, Butler, East Mecklenburg, Garinger, Harding, Hopewell, Hough, Independence, Mallard Creek, Military and Global Leadership Academy, Myers Park, North Mecklenburg, Rocky River, Olympic, Providence, South Mecklenburg, Vance, West Charlotte, West Mecklenburg

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 project, product and oral presentation. Prerequisites: Successful completion of JROTC II or III respectively, application to and interview by JROTC Honors Committee, and approval by the Senior Service Instructor.

JROTC Leadership Lab

Available at: Ardrey Kell, Berry Academy, Butler, East Mecklenburg, Garinger, Harding, Hopewell, Hough, Independence, Mallard Creek, Military and Global Leadership Academy, Myers Park, North Mecklenburg, Olympic, Providence, South Mecklenburg, Rocky River, Vance, West Charlotte, West Mecklenburg.

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, 9th, 10th, 11th, 12th grade.

CTE ACADEMIC INTERNSHIP PROGRAMS

Internships provide hands-on, work-based learning experiences for students in their areas of career or interest. Students must complete all requirements and activities outlined in the internship handbook in order to receive full or partial elective or CTE credit. Credit is awarded in one-quarter increments up to one unit of credit. CTE supports internship opportunities for high school students through the academic, course related, and/or general internship programs. The chart below highlights the requirements for the internship programs.

Students interested in participating in an internship should see the Academic Internship Coordinator, Career Development Coordinator, or school counselor for further information and complete requirements for each internship program.

CRITERIA	ACADEMIC INTERNSHIP ANSWERS
Credit Awarded	Elective ¼, ½, ¾ or 1
Letter Grade	Yes
Grade Point Average	NO
Application Required	YES
Transportation Provided	NO
Participation Time	School Year & Summers
Eligible for Participation	Grades 10-12

CTE ACADEMIES (9-12)

Career academies prepare students for college and professional careers. Academic learning experiences are combined with a themed curriculum designed to help students develop the critical thinking and problem-solving skills for success in postsecondary education and 21st century professional careers. Summer internships and numerous enrichment activities provide students with extended learning opportunities throughout their four years in high school.

Academy of Engineering (MotorSports)

Hopewell, Mallard Creek, Phillip O. Berry Academy of Technology, East Meck and Vance

This career academy prepares students for post-secondary education and career opportunities in Engineering, and Engineering Technology, and related Science, Technology, Engineering, and Mathematics (STEM) professions. The Academy of Engineering was developed in collaboration with the National Academy Foundation (NAF), 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 and Garinger

This career academy prepares students for post-secondary education and career opportunities in the Financial Services and Business, Marketing & Management professions. The career academy provides a concentrated study of the financial services industry with specialized courses in finance, economics, taxation, budgeting, labor management relations, and international trade.

Academy of Hospitality & Tourism

Hopewell

The Academy of Hospitality & Tourism helps students chart career paths in one of the world's largest industries, from hotel management to sports, entertainment, and event management, and includes the study of geography,

economics, and world cultures. The Academy of Hospitality & Tourism curriculum has received industry validation from the Global Travel and Tourism Partnership (GTPP) and The Institute of Travel & Tourism (ITT).

Academy of Information Technology

Phillip O. Berry Academy of Technology

This career academy prepares students for post-secondary education and career opportunities in Information Technology. The students are engaged in in-depth studies in the fields of programming, database administration, digital networks and other areas in the expanding digital workplace.

Academy of Health Science

Olympic

This academy prepares students for post secondary education and career opportunities in the healthcare field. Students are engaged in rigorous, in-depth and relevant studies in pathways that deliver science, mathematics, social science and language arts in a career context which lead to both college and career opportunities in the healthcare field.

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 students with a pre-college look at the teaching profession, helps them determine if teaching is a career path they wish to pursue, introduces them to research concerning cultural diversity, teaching methodologies, and includes 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 high 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 modified 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.

CAREER AND COLLEGE PROMISE

This program provides seamless dual enrollment educational opportunities for eligible North Carolina high school student in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career ready standards adopted by the State Board of Education:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma and degree;
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C in the General Statutes.

ESL and Sheltered Content Courses for High School English Language Learners

Reading & Writing ESL: Newcomers

Reading/Writing 9 ESL Newcomer
Reading/Writing 10 ESL Newcomer
Reading/Writing 11 ESL Newcomer
Reading/Writing 12 ESL Newcomer

English Language Arts: Newcomers

English I ESL Newcomer
English II ESL Newcomer
English III ESL Newcomer
English IV ESL Newcomer

Reading & Writing: Level 1

Reading/Writing 9 ESL Level 1
Reading/Writing 10 ESL Level 1
Reading/Writing 11 ESL Level 1
Reading/Writing 12 ESL Level 1

English Language Arts: 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

Reading & Writing: Level 2

Reading/Writing 9 ESL Level 2
Reading/Writing 10 ESL Level 12

Sheltered Language Arts Courses

English I SIOP English II SIOP English III SIOP English IV SIOP	Foundations of English SIOP Fundamentals of Composition SIOP Resource Lab SIOP
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Sheltered Math Courses

Introductory Math SIOP Algebra I SIOP Geometry SIOP	Tech Math II SIOP Resource Lab SIOP
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Sheltered Science Courses

Physical Science SIOP Biology SIOP Greenhouse Biology SIOP	Earth & Environmental SIOP Resource Lab SIOP
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Sheltered Social Studies Courses

US History SIOP World History SIOP Civics & Economics SIOP	Law Rel Studies SIOP Cont Issues in NC SIOP Resource Lab SIOP
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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 or 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). In addition, except for students in the Occupational Course of Study, students must also satisfy local proficiency standards[1]. In the 2011/12 school year and thereafter, in order to meet these standards, students must score at Level III or IV on the North Carolina End of Course (EOC) tests in English I, Biology, [2] and Algebra I. The standards also include retesting and review procedures for students who score below Level III on any of these tests. The Superintendent is directed to include details of the retesting and review procedures in Regulation IKE-R.

HIGH SCHOOL PROMOTION STANDARDS

Effective with the 2010/2011 school year, students must meet the following requirements to be promoted from one grade to another.

- 9th to 10th Grade: Students must earn six (6) credits during the 9th grade and complete one high school exit standard. Credits may be earned in any courses.
- 10th to 11th Grade: Students must have earned a cumulative total of 12 credits (which must include English I, English II and Algebra I) and completed two high school exit standards.
- 11th to 12th Grade: Students must have earned a cumulative total of 18 credits and completed three high school exit standards.
- High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count towards the total number of credits necessary to satisfy graduation requirements.
- Until students have satisfied graduation standards in English or Math, they must be scheduled to take at least one English and one Math course every year.
- Students should be promoted only at the end of the first or second semester, upon completing the required courses and credits to be reclassified to the next level.

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.

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
GRADE/TOTAL QUALITY POINTS		
Unweighted	Weighted	Weighted
A /4	A/5	A/6
B /3	B/4	B/5
C /2	C/3	C/4
D /1	D/2	D/3
F/0	F/0	F/0

Grade Point Average/Class Ranking - IKC-R

I. Grade Point Average (GPA)

A. Computation

- The following courses are included in calculation of GPA:
 - Coursework attempted in CMS in grades 9 - 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;
 - Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution;
 - Courses taken in accredited educational institutions before the student enrolled in CMS;
 - 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);
 - 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;
 - 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:

- Courses transferred from home schools (effective with the 2003 - 04 school year);
- Courses transferred from non-accredited schools (effective with the 2003 - 04 school year);
- 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;
- 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:

- 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.
- To determine an unweighted GPA, the total number of quality points (disregarding the additional quality points awarded for upper level courses) is divided by the total number of semesters attempted.
- To determine a weighted GPA, total the total number of quality points (weighted and unweighted) is divided by the number of semesters attempted.
- 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.
- 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.

4. 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.4

B. Schedule for Calculating GPA

- A student's end-of-year weighted GPA will be calculated at the end of grades nine through twelve, using final course grades.
- 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 be Ranked

- All students enrolled in a school at the time class ranks are calculated will be included in the class ranking.
- 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

- 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.
- All high schools will determine Junior Marshals by ranking students according to the weighted GPAs calculated at the beginning of first semester of the students' junior year.
- Effective with the graduating class of 2003, all high schools will determine honor graduates (Valedictorian and Salutatorian) by ranking seniors according to the weighted GPAs calculated at the end of second semester of the students' senior year.
- 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:

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

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)

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.

IV. High School Comprehensive Examinations

A comprehensive examination shall be administered at the end of each course, at a time determined according to the CMS school calendar. A comprehensive examination may be an examination provided by a teacher or a test required by the NC BOE. There are no exemptions from high school examinations based on prior academic performance or attendance. This provision applies to all courses, including those taught online.

A student who does not demonstrate proficiency on this test will have numerous opportunities to repeat the test prior to and after the student's class graduates from high school, as set forth in NC BOE Policy GCS-N-004 (a). For a student in the Occupational Course of Study, the required proficiency level shall be specified in the student's Individual Education Plan (IEP).

A. Teacher-provided Comprehensive Examinations

- The teacher-provided comprehensive examination will count as 25% of a student's final grade.
- As required in policy ACD, Nondiscrimination on the Basis of Religion in Schools, examinations are not to be scheduled on days designated as religious holidays by the Superintendent.
- The teacher-provided comprehensive examination shall cover the entire course content.

B. Required North Carolina Tests and Examinations

- A student enrolled in a course for which a North Carolina End-of-Course (EOC) and/or a VoCATS test has been developed must take the appropriate test, even if the student is also required to take an AP or IB examination in the same course.
- Graduation Requirements, EOC and/or VoCATS test scores shall count 25% of the student's final grade.

V. Other Tests

The district may administer tests other than those described above if the tests are for instructional purposes and are authorized by the administration.

VI. Testing Calendar

All tests and examinations referenced in this regulation shall be administered according to the district-wide testing calendar that is adopted and distributed annually.

C. Conduct Grading Scale:

- = Excellent
- = Acceptable
- = Needs Improvement
- = Unsatisfactory

IV. High School Schedule Changes

A. Student Initiated Course Changes

- A student will not be penalized for a non-administrative course schedule change that is approved according to the following schedule:
 - For courses that meet on an "A/B" schedule: within the first twenty school days of the beginning of a course;
 - For courses that meet on a "4x4" schedule: within the first ten school days of the beginning of the course.
- For college courses, the district will follow the schedule for course drops used by the college.
- 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.

- A non-administrative schedule changes includes actions by a student or a parent to drop or withdraw from a course.

B. Administrative Courses Changes

- 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).
- 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.
- 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:
 - The student is or has been seriously ill for an extended period of time;
 - The student has been in an accident and suffered severe, debilitating injuries; or
 - The student suffers from psychological problems or a mental illness and is under the care of a mental health professional.
- 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.
- 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, and 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.

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, elective or otherwise.

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.

COURSES TAKEN IN MIDDLE SCHOOL FOR HIGH SCHOOL CREDIT

Effective for students enrolled in a CMS middle school in the 2007-2008 school year, students will be awarded graduation credit for high school courses in mathematics, science and world 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 course, including courses taken over two years;
3. Courses must include comprehensive exams (a district or 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.

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 (GPA) 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 in a foreign country. Students will be awarded credit for credits earned abroad upon their re-enrollment in CMS[1], according to the procedures outlined below.
2. Students who wish to receive high school credit for courses take abroad must initiate a meeting with the school counselor before withdrawing from CMS for the purpose of:
 - developing a plan for transferring credits from the foreign school,
 - identifying courses that must be taken upon re-enrollment in CMS in order for the student to graduate with his or her class, and
 - to the extent possible, pre-planning course schedules to be taken upon re-enrollment.

The principal must approve the plan before the student withdraws from CMS and begins the study abroad program.

3. If students are enrolled in a program or school which CMS has a Memorandum of Understanding (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:[2]
 - a. The high school counselor will evaluate and, as appropriate, will convert credits earned while abroad to CMS credit units;
 - b. CMS will accept grades for course work and award credit as assigned by the school in which the student was enrolled in the foreign country;
 - 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 satisfy the North Carolina High School Exit Standards 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 (before enrolling in the program) must correspond with the principal, high school counselor and CMS study abroad specialist to complete CMS. Study Abroad documents and forms.

The State Board of Education eliminated as graduation requirements the NC Competency Test and the NC Test of Computer Skills. This action is retroactive for all students to whom these standards formerly applied. The Superintendent has developed a process by which former students who met all graduation requirements except these two may receive a diploma. For more information, visit the CMS web site at www.cms.k12.nc.us.

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/charmcheck 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.

Grants - funds given to subsidize one's education that do not have to be repaid

Four Ways to Research Financial Aid

1. 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.
2. Apply for scholarships. See your counselor for information about scholarships publicized at your school. Visit scholarshipplus.com/charmcheck.
3. Attend financial aid workshops. Look for aid from all possible sources.
4. If applying for financial aid, complete and file the FAFSA (Free Application for Federal Student Aid) during January. Complete this process online at www.fafsa.ed.gov



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 rigorous course of study. Some of the most common college admission 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 take courses aligned with your goal. Consider earning college credit through Advanced Placement, International Baccalaureate, College Experience, Learn & Earn or North Carolina Virtual Public School courses. These paths will provide you with opportunities for advanced credit and scholarships.

Grades

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

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. Know yours.

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 random activities. Maintain a resumé 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 Diploma Plus folder yearly.
- 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.
- Explore careers (through job shadowing, interest inventories, and internships).
- 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 post-secondary plans.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers.
- Update your Diploma Plus folder.
- Do well in all courses to maintain or improve your grade point average and class rank.
- Take the PSAT (Preliminary SAT).
- 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 again. The PSAT/NMSQT is the qualifying test for the National Merit Scholarship, the National Achievement Scholarship, and 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 (Visit www.cfnc.org)
 - Attend National College Fair/Career Expo in spring.
 - Interview people who have attended colleges in which you are interested.
 - Visit prospective colleges.
 - Check college web sites for specific entrance requirements (tests, courses, timeline).
 - Consider a work-based learning opportunity (co-op and internships).
 - Sign up at school to talk with college representatives as they visit your school.
- In March, May, or June take the SAT or ACT and request that the scores be sent to colleges. Registration material is available in your school's counseling department.
- In May or June take SAT Subject Tests if required by the colleges you are considering.

- 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.
- 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 Eligibility Center. Information is available in your school's counseling department.
- Plan your senior year schedule to include the remaining courses you need for graduation and college admission.
- 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 preparing your high school resume and essays for college and scholarship applications. Visit colleges of interest.

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.
- 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.
- 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 1st semester 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 you plan to attend.
- Graduate!

Course of Study	Career Prep	College Tech Prep	College/University Prep	Dual College/Univeristy-College Tech Prep	Occupational
English	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
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4th math for which Algebra II/Integrated is a prerequisite	4 Credits, including • Alg. I, Geometry, Alg II; or Integrated Math I, II, & III; and a 4th math for which Algebra II is a prerequisite	3 Credits Occupational Introduction to Mathematics Occupational Algebra I Occupational Financial Management
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	3 Credits Earth/Environmental Science, Biology, A physical science	2 Credits Occupational Applied Science Occupational Biology
Social Studies	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
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
Second Language*	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in highschool.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in highschool.	0 Credits
Health & Physical Education	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	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 Education
Occupational	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)
Electives	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
Totals	28 credits	28 credits	28 credits	28 credits	28 credits
Other Requirements	<ul style="list-style-type: none"> • 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. • 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. 				Completion of IEP objectives Career Portfolio required

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

Adopted: 4/44/00 Revised: 11/27/01, 7/9/02, 11/11/03

**CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2011
(9th Grade Entry year 2007 and 2008)**

IKF-E

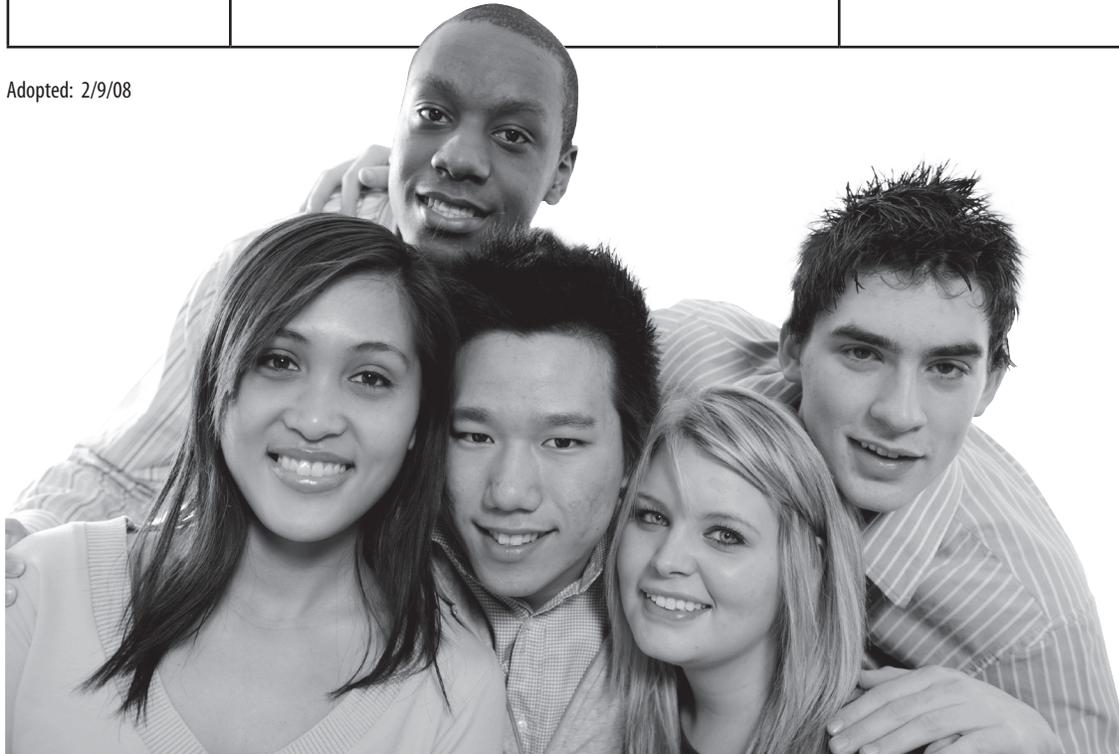
Course of Study	Career Prep	College Tech Prep	College/University Prep	Dual College/Univeristy-College Tech Prep	Occupational
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4th math for which Algebra II/Integrated is a prerequisite	4 Credits, including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4th math for which Algebra II is a prerequisite	3 Credits Occupational Introduction to Mathematics Occupational Algebra I Occupational Financial Management
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	3 Credits Earth/Environmental Science, Biology, A physical science	2 Credits Occupational Applied Science Occupational Biology
Social Studies	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
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
Second Language*	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in highschool.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in highschool.	0 Credits
Health & Physical Education	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	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 Education
Occupational	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)
Electives	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
Totals	28 credits	28 credits	28 credits	28 credits	28 credits
Other Requirements	<ul style="list-style-type: none"> • 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. • The required number of credits in each content area must be earned in grades 6-12. 				Completion of IEP objectives Career Portfolio required

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

Adopted: 4/44/00 Revised: 11/27/01, 7/9/02, 11/11/03

Course of Study	Future Ready Core Plus	Occupational
Special Requirements	Successful completion of the NC Graduation Project	N/A
English	4 Credits English I, II, III, IV	English I Gateway (EOC Score of III or IV) 4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Algebra I, Geometry, Algebra II & a 4th 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 Introduction to Mathematics Occupational Algebra I Occupational Financial Management
Science	3 Credits An earth/environmental science Biology A physical science	Biology Gateway (EOC Score of III or IV) 2 Credits Occupational Applied Science, Occupational Biology
Social Studies	3 Credits World History Civics and Economics US History	Civics and Economics Gateway (EOC Score of III or IV) US History Gateway (EOC Score of III or IV) 2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	0 Credits
Health & Physical Education	1 Credit	1 Credit
Concentration Electives	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 Career & College Promise Program (CCP).	4 Credits in Career/Technical Education
Occupational	0 Credits	8 Credits
Electives	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.	0 Credits
Totals	24 credits	24 credits
Notes	To meet minimum admission requirements for the UNC University System, a student must: <ul style="list-style-type: none"> • Complete a specific math sequence, and • Have a minimum of two years of credit in the same second language. 	<ul style="list-style-type: none"> • No Gateway Requirements • Completion of IEP objectives • Career Portfolio

Adopted: 2/9/08



**E-LEARNING OPPORTUNITIES
IN CHARLOTTE-MECKLENBURG
SCHOOLS**

NCVPS provides students in grades 6-12 with expanded academic options by offering online courses such as Advanced Placement, test preparation, career planning and credit recovery. Students may log in from home or school to complete coursework. Quality points are determined and calculated the same way as face-to-face classes of the same level.

For more information on NCVPS please visit: <http://www.ncvps.org/>

North Carolina Virtual Public Schools (NCVPS)

North Carolina Virtual Public School (NCVPS)	
Website	http://www.ncvps.org
Definition	Allows high school and middle school students who want to complete core and elective courses to take classes and to enhance their transcripts for college applications.
Purpose	Provides high school credit
Enrollment Criteria	<ul style="list-style-type: none"> • Grades 6-12 • Permission of CDC or ELA, and/or Principal (or designee) • All necessary parental signatures on any forms initiated by the school.
Credit	High school credit recorded on transcript; AP courses are available for college credit provided student achieves required score on AP exam. Meets NCAA standards
Cost	Tuition: Free; Textbooks: Provided by school district
Course Instructor	Teachers who teach for NCVPS have a North Carolina teaching license and meet federal HQ requirements. Many are National Board Certified.
Drop/Withdrawal Process	Students must drop course(s) through CDC or ELA before fall, spring, summer deadline
Local Requirements	E-Learning Advisor CO ELA; Computer and Network Resources
Schedule	During regular school day; after hours
Course Type	Yearlong and Block, accelerated, credit recovery
Course Offerings	List available on website: AP, Honors, Credit Recovery, General Studies, SAT Prep
Enrollment Process	<ul style="list-style-type: none"> • Student must contact CDC or ELA • Student CDC or ELA informational conference or ELA • CMS contract must be signed • After checking with guidance and receiving signed contract, CDC or ELA will enroll student through NCVPS





The following courses are only available through NCVPS:

ARTS EDUCATION

Arts Education courses are currently under state revision. Course titles and course codes are subject to change; however these changes will not impact course availability. Please check the online edition for the most recent updates.

Music Appreciation

This course provides an overview of music from prehistoric times to the present. The course focuses on the use and value of music in people's lives. It encourages students to view music in a social context rather than as abstract information to be learned for its own sake. All kinds of music will be studied throughout the course.

AP Art History

The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context.

Art I

Drawing and Design: This is an introductory course for students interested in taking art. It provides intensive work with various drawing skills and media while introducing students to the basic vocabulary of art and design. Specific topics covered include shading, use of color, perspective and architecture, the human form and portraiture. Painting is not a current part of the class, and there is no digital component.

Digital Photography

This course explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images utilizing Adobe Photoshop. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in this advanced level course. Prerequisite: Successful completion of Art I - Drawing and Design.

ENGLISH

Journalism

Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, and radio reporting. Journalism I students receive on-the-job training as they assist in reporting, layout, selling, and circulating each edition of the newspaper if applicable to a school setting.

Credit Recovery English I, II, III, IV

The purpose of this course is to allow students who have previously failed English to gain mastery of course concepts. Students will pre-assess at the beginning of each unit to determine their course work path.

WORLD LANGUAGES

Arabic I, II (Available Spring 2013)

Courses focus on the spoken language to prepare the student for communicating as soon as possible in the language. Each lesson also contains listening exercises and weekly practice with conversation coaches and the instructor – all online! Students will use various technologies to communicate, record their speaking, and download videos and audio to MP3 players. Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences.

Russian I, II (Available Spring 2013)

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Health .5 Credit

HEALTHFUL LIVING

Health

This course will enable students to gain knowledge and skills about healthful living topics. The class is offered once per semester and students may earn one-half (.5) credit towards the Health and Physical Education credit needed to meet the state of North Carolina graduation requirements. The parents of students taking this course will need to sign a Parental Permission Form granting parental permission for their son and/or daughter to take this course. Students are required to take the Physical Education portion of the course at their home school in the 9th grade year.

MATHEMATICS

Credit Recovery Algebra I, II

The purpose of this course is to allow students who have previously failed Algebra I to gain mastery of course concepts in working with and evaluating mathematical expressions, equations, graphs, and other topics.

Credit Recovery Geometry I

The purpose of this course is to allow students who have previously failed Geometry to gain mastery of course concepts that explore the relationships, measurements and properties of one, two and three dimensional objects.

SCIENCE

Credit Recovery Physical Science

The purpose of this course is to allow students who have previously failed Physical Science to gain mastery of course concepts. The course is equally divided between chemistry and physics concepts. The purpose of the course is to generate enthusiasm and provide a basis for further more in-depth study of chemistry and physics. Students will pre-assess at the beginning of each unit to determine their course work path.

SOCIAL STUDIES

Honors Psychology

Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

Leadership Development

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts.

Medieval Studies

This social studies course explores Medieval Europe and Asia from the days of Early Christianity until the dawn of the Renaissance. Medieval Studies provides students an opportunity to explore both Eastern and Western cultures during an exciting period of history.

CAREER & COLLEGE PROMISE PROGRAM

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. The Career and College Promise Programs provide the following options: Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credits; Career and Technical Education Pathway; and Cooperative Innovative High School Pathway. Core 44 College Transfer Pathway eligibility requirements include: high school junior or senior with a weighted 3.0 GPA on high school courses and demonstration of college readiness on an assessment or placement test. Career and Technical Education Pathway eligibility requirements include: high school junior or senior with a weighted 3.0 GPA on high school courses or have the recommendation of the high school principal, and meet the prerequisites for the career pathway. All students participating in the Career and College Promise Program must maintain a 2.0 GPA on college coursework.

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Credit Recovery Civics and Economics

The purpose of this course is to allow students who have previously failed Civics and Economics to gain mastery of course concepts in the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will pre-assess at the beginning of each unit to determine their course work path.

Credit Recovery United States History

The purpose of this course is to allow students who have previously failed US History to gain mastery of course concepts. United States History is designed as a survey course and a continuation of the Civics and Economics curriculum. Students will pre-assess at the beginning of each unit to determine their course work path.



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PERFORMING ARTS COURSES

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

ARTS EDUCATION

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*

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 & 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, HONORS THEATRE III, THEATRE IV, HONORS THEATRE IV
 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 courses are currently under state revision. Course titles and course codes are subject to change; however these changes will not impact course availability. Please check the online edition for the most recent updates.

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*

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, underglazing, 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*

Arts Education courses are currently under state revision. Course titles and course codes are subject to change; however these changes will not impact course availability. Please check the online edition for the most recent updates.

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.



ENGLISH COURSES

English English I English I Honors English II English II Honors English III English III Honors English III w/ AP Lang. & Comp.	English IV English IV Honors English IV w/ AP Lit. & Comp. Electives Creative Writing Library Science and Information Studies Speech & Debate I	Speech & Debate II Honors Speech & Debate III Honors Speech & Debate IV Film as Literature Foundations of English I Foundations of English II Literacy Internship	Journalism I Journalism II Honors Journalism III Honors Journalism IV Yearbook I Yearbook II Yearbook III Yearbook IV
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ENGLISH COURSE DESCRIPTIONS

English I

Students read, write, analyze and respond to a variety of literature genres. Critical thinking, research, grammar, and language skills are also important components of English I.

English II

Students read, analyze, and respond to world literature. Writing, critical thinking, research, grammar, and language skills are also important components of English II.

English III

Students read, analyze, and respond to American literature. Writing, critical thinking, grammar, and language skills are emphasized. The research paper component of the Graduation Project is completed during English III.

English III w/ AP Language and Composition

In addition to the requirements of English III, students study nonfiction prose style and rhetorical techniques based on selections from, but not limited to, essays, diaries, journals, letters, speeches, biographies, and autobiographies. Writing stresses the aims and modes of composition as well as argumentation.

English IV

Students read, analyze, and respond to British literature. Writing, critical thinking, grammar, and language skills are emphasized. The product, presentation, and portfolio components of the Graduation project are completed during English IV.

English IV w/ AP Literature and Composition English

In addition to the requirements of English IV, students critically read and analyze fiction, drama, and poetry with appropriate, rigorous writing assignments.

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

In this composition course, students focus on narrative, expository, and illustrative experiences in many different genres of writing. Students produce written, oral, visual, and digital texts to express, develop, and substantiate individual experiences.

Film as Literature

Students study film and other media as visual and auditory texts. Students develop an understanding of the many dimensions (i.e. philosophical, ethical, and aesthetic) of the literature experience, and make comparisons between written and visual texts.

Speech & Debate I

Students will explore a wide variety and range of public speaking skills, basic researching, argumentation, questioning, and rebuttal skills. They begin to analyze literature selections, create and deliver orations, write arguments, and evaluate performances. Students also have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

Speech & Debate II

Students further develop skills in communication, logic, and reasoning learned in Speech & Debate I. They learn advanced techniques of public speaking and debate, work independently on an area of specialization for competition, and work collaboratively through participation in evaluation and critique of peer performances.

Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Honors Speech & Debate III

Students expand public speaking and forensic skills learned in Speech and Debate II. Emphasis is placed on application of content within and across curricular areas. Honors activities may include required and/or advanced:

- reading lists
- writing assignments
- projects
- portfolio assessments
- seminar
- performance

Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Honors Speech and Debate IV

Students expand fundamental and advanced skills learned in Honors Debate III, learn principles of leadership and coaching techniques as well as demonstrate superior skills of analysis and evaluation of classmates and teammates. Honors activities may include required and/or advanced:

- reading lists
- writing assignments
- projects
- portfolio assessments
- seminar
- performance

Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Foundations of English I

Students focus on improving reading, writing, language, grammar, and research skills necessary for academic success in English I.

Foundations of English II

Students focus on improving reading, writing, language, grammar, and research skills necessary for academic success in English II.

Literacy Internship

Students focus on improving reading comprehension skills that are necessary for academic success in all content areas.

Journalism I

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

Journalism II

Students address all aspects of journalistic techniques by being responsible for writing articles and publishing the student newspaper.

Honors Journalism III

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

Honors Journalism IV

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

Library Information Studies & Technology

This elective course is open to juniors and seniors and aligned with the NC Department of Instruction's High School Student Library Media Assistant Curriculum. Students develop skills performing circulation-related tasks, providing readers' advisory, accessing and using resources, and troubleshooting technology.

WORLD LANGUAGES COURSES

Arabic I Arabic II Honors Arabic III Honors Arabic IV Mandarin - Chinese I Mandarin - Chinese II Mandarin - Honors Chinese III Mandarin - Honors Chinese IV Mandarin Chinese V-AP Language	French I French II Honors French III Honors French IV French v-AP Language German I German II Honors German III Honors German IV German V - AP Language	Japanese I Japanese II Honors Japanese III Honors Japanese IV Japanese V - AP Latin I Latin II Honors Latin III AP Latin IV UNCC High Flyers Courses: French, German, Spanish	Spanish I Spanish II Spanish for Native Speakers I Honors Spanish III Honors Spanish for Native Speakers II Honors Spanish IV Spanish V - AP Language Spanish VI - AP Literature
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- 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

Arabic I, French I, German I, Japanese I, Mandarin Chinese I, Spanish I

Level I of world 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.

Arabic II, French II, German II, Japanese II, Mandarin Chinese II, Spanish II

Level II of world 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 1 and 2 / or full year Level I of the same World Language.*

Honors Arabic III, Honors French III, Honors German III, Honors Japanese III, Honors Mandarin Chinese IV, Honors Spanish IV

Level III of world 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 Arabic IV, Honors French IV, Honors German IV, Honors Japanese IV, Honors Mandarin Chinese IV, Honors Spanish IV

Level IV of world 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, German V, Japanese V, Mandarin Chinese V, Spanish V - AP Language

AP world 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 Spanish Literature follows 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 for Native Speakers II 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*

Latin I

Latin I develops an understanding of Latin grammar and classical culture with an overview of everyday customs, traditions, art and history of Roman times. The course emphasizes a strong vocabulary base of Latin words and word parts and their influence on the English language.

Latin II

Latin II continues the development of the skills introduced in Latin I and helps students to develop a deeper understanding of classical Roman culture. *Prerequisite: Latin I*

Latin III Honors

Latin III reviews vocabulary and grammatical constructions. Students read selections from various Latin authors. *Prerequisite: Latin II*

AP Latin

AP Latin follows a prescribed sequence of study developed by the College Board. Emphasis is given to reading, translation, meter, scansion, figures of speech and pertinent Roman culture which prepares the student for the AP Latin exam. For the 2012-2013 school year, students who have already taken AP Latin-Vergil may also take AP Latin. *Prerequisite: Latin III*

UNCC High Flyers Courses - French, German, Spanish

These courses are for advanced students of French, German, or Spanish who wish to continue their study of the language after exhausting the course offerings in their language at their high school. These courses are offered each semester after school on the UNCC campus, and the topics change with each course. Students may take up to three UNCC High Flyers courses in their language over the course of multiple semesters. For applications and additional information, please see the guidance counselor. *Prerequisite: Successful completion of Honors Level IV of the same world language.*

WORLD LANGUAGE CREDIT: SCENARIOS FOR THE 2012-2013 SCHOOL YEAR

- A rising 9th grade student may have already earned one world language credit by successfully completing both level I parts 1 and 2 in 7th and 8th grade. This sequence taken in middle school will not impact their high school GPA, although the grade will still be reflected on their transcript.
- In limited circumstances, those students who have already earned a credit for a world language class may repeat that world language course in high school, but will receive **no credit** for that repeated course. However, their Grade in the repeated course **will** not be factored into their high school GPA.
- A rising 9th grade student who only successfully completed one part of the two-year world language sequence in middle school or any of the non-credit middle school courses will not have earned any high school world language credit.

HEALTH AND PHYSICAL EDUCATION COURSES

Health Healthful Living*	ECS Adaptive Physical Education Electives Aerobics 1, 2 & 3	Physical Education Activities Sports Medicine 1 Sports Medicine 2 Sports Medicine 3
Physical Education Principles of Physical Education	Personal Health Issues Physical Conditioning 1, 2 & 3	

- 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

Health Education & Physical Education

This required one-credit semester course engages students in both health and physical education skill development. The Health Education standards include behavior and skill development in five strands, Mental/Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Relationships/Communication (including RHASE) and Personal/Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88). Self-esteem building, behavior self-management, and communication skills are integrated with the health education course content. The Physical Education standards require moderate to vigorous physical activity (MVPA) developing across four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility. These skills are developed in team sports, individual sports and non-traditional physical activities promoting the enjoyment of lifelong movement. *Healthful Living Grade 9 Note: Reproductive Health and Safety Education (RHASE) curriculum is designed to develop the skills needed to practice abstinence until marriage and understand the consequences of associated behaviors. RHASE provides opportunities to investigate issues, identify feelings and clarify family and personal values. Instructional content includes sexuality issues and the impact on the person and culture encouraging communication between teens, parent(s)/caregiver(s), peers and significant others about sexuality.

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**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 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
- Self-Defense/Golf PEA03
- Weight Management/Personal Fitness PEA04
- Line and Folk Dance/Social Dance PEA05
- Archery/Power Walking/Orienteering PEA06
- Volleyball/Triples VB/Softball PEA07
- Flag Football/Rugby/Soccer PEA08
- Racket Sports (tennis, table tennis, badminton) PEA09

Sports Medicine 1

The learner will develop knowledge and understanding of basic anatomy, physiology, kinesiology, and sport and fitness industry consumerism. Students will interpret performance data and design fitness plans to enhance sport performance and prevent injuries. Students will demonstrate competence in CPR, First Aid and taping.

Sports Medicine 2

In continuation of the previous course, students will advance their study of human anatomy, physiology and kinesiology. In addition, students will be introduced to the study of sport psychology. Students will become proficient in fundamental and sport specific injury assessment, conditioning, prevention, strapping and rehabilitation. Students may have the opportunity to assist the school athletic trainer. *Prerequisite: Sports Medicine 1*

Sports Medicine 3

Students will be assisting a certified athletic trainer in a hands-on learning experience with athletic teams. Students taking this course must have satisfactorily completed Sports Medicine I and II, and obtain the permission of the athletic trainer and coach to work as student assistant. Students must be available to assist with after school athletic events. *Prerequisite: Sports Medicine 1 and 2*



MATHEMATICS COURSES			
Foundations of Algebra Algebra 1 Foundations of Geometry Geometry Geometry Honors Foundations of Advanced Algebra	Algebra 2 Algebra 2 Honors Advanced Functions & Modeling Pre-Calculus Discrete Mathematic Discrete Mathematics Honors	Statistics AP Statistics AP Calculus AB AP Calculus BC IB Math Methods 1	IB Math Methods 2 IB Math Studies 1 IB Math Studies 2 IB Math High Level 1 IB Math High Level 2 IB Math High Level 3

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

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of Algebra	Foundations of Geometry	Tech Math 2	Advanced Functions & Modeling
Algebra I	Geometry	Algebra 2	Pre-Calculus, Discrete Math, Statistics
Geometry	Algebra 2	Advanced Functions & Modeling	AP Calculus AB/BC, AP Statistics, Discrete Math - Honors
Geometry - Honors	Algebra 2 - Honors	Pre-Calculus	AP Calculus BC, AP Statistics AP Calculus BC, AP Statistics
Algebra 2 - Honors	Pre-Calculus	AP Calculus AB	

MATHEMATICS COURSE DESCRIPTIONS

Foundations of Algebra, Foundations of Geometry, Foundations of Advanced Algebra

These courses cover topics to better prepare students for Algebra I, and Geometry. Beginning with entering ninth grade students in 2009, students will earn elective credit, not math credit for successful completion of these courses.

Algebra 1

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 2 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*

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.* This course is only available to students who have successfully completed Technical Mathematics I during the 2010-11 school year.

Statistics

This laboratory course emphasizes working with statistics and probability.

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 and Honors Geometry*

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

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SCIENCE COURSES

Earth/Environmental Science Offerings	Biological Sciences Offerings	Physical Science Offerings	Science Electives
(any of these meet the graduation requirement) Earth/Environmental Science Earth/Environmental Science Honors AP Environmental Science	(any one of the courses below fulfills the graduation requirement) Biology 1 Honors Biology 1 AP Biology (2 periods)	(any one of the courses below fulfills the graduation requirement) Physical Science Chemistry 1 Chemistry 1 Honors Physics Honors AP Chemistry (2 periods) AP Physics B (2 periods)	These courses do not fulfill graduation requirements. Greenhouse Biology Anatomy and Physiology Astronomy Oceanography / Marine Science Forensic Science

Science courses required for high school graduation: • Biology • A physical science course • An earth/environmental science course

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.

FORENSIC SCIENCE

Forensic science is the application of basic biological, chemical and physical science principles in the investigation of crime scenes. Students will learn how to observe, collect, analyze and evaluate evidence. Some of the many topics covered are fingerprint analysis, hair and fiber comparison, serology and crime scene analysis.

GREENHOUSE BIOLOGY

The overview study of plant structure and function. In the course, students 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 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 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*

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*

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*

Physics CAP (1 period)

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*

Environmental Science AP (1 period)

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*

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

SOCIAL STUDIES COURSES – ESSENTIAL STANDARDS

<p>Required Courses: World History or Honors World History – Ninth Grade Civics & Economics or Honors Civics & Economics – Tenth Grade American History I – Founding Principles – Eleventh Grade (Fall) and American History II – Eleventh Grade (Spring) OR AP United States History (Eleventh Grade A/B Day) and a 4th social studies course from the following list.</p>	<p>Elective Courses (NCSCOS - 2006): African-American Studies Contemporary Law & Justice Contemporary Issues in NC History Geography In Action</p>	<p>Elective Courses (Essential Standards - 2012): Psychology Sociology The Cold War Twentieth Century Civil Liberties, Civil Rights Turning Points in American History 21st Century Global Geography World Humanities American Humanities</p>	<p>AP Elective Courses AP Economics AP European History AP Government AP Psychology AP Human Geography AP World History</p>
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SOCIAL STUDIES FOR 2007 AND BEYOND GRADUATING CLASSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12 - ELECTIVES
World History	Civics & 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/Honors World History

The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth. Students taking this course will study major turning points that shaped the modern world.

Civics and Economics/Honors Civics and Economics

Civics and Economics has been developed as a course that provides a framework for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

American History I – Founding Principles

American History I – Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict,

how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II

This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

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 and Economics

SOCIAL STUDIES ELECTIVE COURSES (NCSCOS - 2006)

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.

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 ELECTIVE COURSES (ESSENTIAL STANDARDS – 2012)

Psychology

The elective course, Psychology, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

Sociology

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

The Cold War

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

Twentieth Century Civil Liberties, Civil Rights

The course should accentuate the history, struggles, successes and similarities of diverse groups of twentieth-century Americans who protested on behalf of civil liberties and civil rights. The course should begin with an understanding of America's founding documents—The Declaration of Independence and the United States Constitution—and the conceptual and historical paradoxes of each. A foundation of the course should be an understanding of Jefferson's creed that "...all men are created equal..." as well as, the document's interpretation and applicability over the course of the Twentieth Century.

21st Century Global Geography

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as, the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the

onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations.

World Humanities Seminar

This course should begin with a focus on the ancient cultures of the Mediterranean and Europe. Classical cultures centered on Athens, Jerusalem, and Rome should be studied through the birth and evolution of the Medieval World. The rise and diffusion of Islam from the 7th through the 15th centuries should be a major theme. This course should also emphasize the study of Europe and the non-western cultures from Asia, Africa, and the Middle East from the 16th century to the modern era. The latter emphasis would be on the cultural world of the Reformation, the Renaissance and the political revolutions of the 18th and 19th centuries. Student focus could be on European colonialism and its effects, the changing role of women and work, and how the meaning of human rights has evolved over time. Course content should be studied through a contemporary global lens.

American Humanities Seminar

An American humanities course should emphasize the human journey associated with being and/or becoming American. In 1781 French traveler Hector St. Jean de Crevecoeur asked the question, "What then is the American, this new man?" This course should attempt to answer that question, as well as other essential questions to find meaning in the American experience. The course should use an historical lens to discover and question through broad humanistic movements—literary, artistic, linguistic, philosophical, and religious—the cultural uniqueness of the United States. An additional point of emphasis for American humanities should be popular culture and the mediums in which that culture has been expressed.

SOCIAL STUDIES ELECTIVE ADVANCED PLACEMENT (AP) COURSES

AP Economics

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 or Honors Civics and Economics*

AP European History

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 or Honors World History*

AP Government

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 United States 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, American History I & II or AP United States History*

AP Psychology

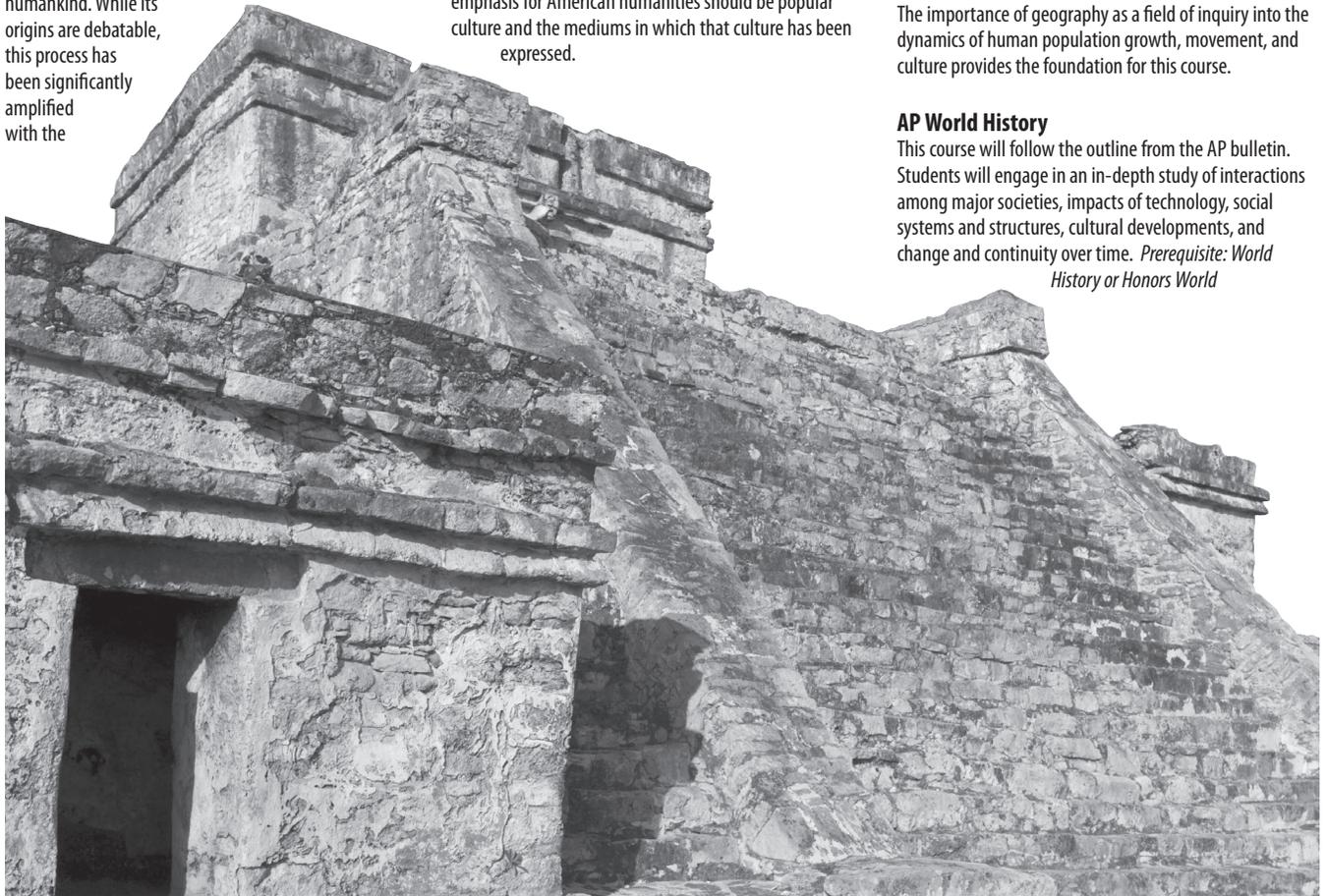
This course will follow the outline from the AP bulletin. Students will engage in an in-depth study of the discipline of psychology, its history, theoretical approaches, and contemporary research methods. *Prerequisite: Psychology*

AP Human Geography

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.

AP World History

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 or Honors World*



CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES		
Arts & Communications Professions	Multimedia and Webpage Design OR Scientific and Technical Visualization I	Advanced Game Art Design Apparel I & II CTE Advanced Studies Entrepreneurship I Fashion Merchandising Game Art Design Scientific and Technical Visualization II		
		Complementary/Cross Curricular Courses		
		<table border="1"> <tr> <td>AP Art History AP Language & Composition AP Literature & Composition AP Studio Art</td> <td>Career and College Promise IB English IB Art & Design</td> </tr> </table>	AP Art History AP Language & Composition AP Literature & Composition AP Studio Art	Career and College Promise IB English IB Art & Design
AP Art History AP Language & Composition AP Literature & Composition AP Studio Art	Career and College Promise IB English IB Art & Design			

Career and Technical Education provides engaging curriculum to students in grades 6-12 within a framework of three overarching principles: Design and Innovation; Economics and Entrepreneurship; Health and Environment.

The Career Fields are: **Arts and Communication Professions; Business, Management & Technology Professions; Design, Engineering, and Architecture Professions; Health Professions; Human Services Professions; and Natural Resources/Agriculture Professions.** The courses in each of the six Career Fields are listed in the charts below. Students should review the Career Fields courses and select the Career Field which interest them most and then select one of the initial course from the Career Field. After completing the initial course, students will progress through the other courses based on their more specific career or post secondary interest.

ARTS & COMMUNICATIONS COURSE DESCRIPTIONS

Advanced Game Art Design

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting, networking protocols, legal issues, and 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. *Prerequisite: Game Art Design*

Apparel I

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion.

Apparel II-Enterprise

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. *Prerequisite: Apparel I*

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two CTE credits. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. *Prerequisite: Two CTE credits*

Entrepreneurship I

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. *Prerequisite: Marketing OR Principles of Business and Finance OR Personal Finance*

Fashion Merchandising

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion.

Game Art Design

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. *Prerequisite: Scientific and Technical Visualization I*



CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES	
Business Management & Technology Professions	Foundations of Information Technology OR Principles of Business and Finance	Accounting I & II AP Computer Science Business Financial Planning Business Law Business Management Computer Engineering	Technology I & II Computer Programming I & II CTE Advanced Studies e-Commerce I & II Entrepreneurship I & II
		Complementary/Cross Curricular Courses	
		AP Economics AP Language & Composition AP Statistics Career and College Promise	IB Computer Studies IB Economics HL IB Psychology IB English HL

BUSINESS MANAGEMENT & TECHNOLOGY COURSE DESCRIPTIONS

Accounting I

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

Accounting II

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

AP Computer Science

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

Business Financial Planning

This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course. *Prerequisite: Principles of Business and Finance*

Business Law

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. *Prerequisite: Principles of Business and Finance*

Business Management

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. *Prerequisite: Principles of Business and Finance*

Computer Engineering Technology I

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. This course helps prepare students for the CompTIA A+ credential.

Computer Engineering Technology II

Prerequisite: Computer Engineering Technology I
This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. This course helps prepare students for the CompTIA A+ credential.

Computer Programming I

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, 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.

Computer Programming II

This project-based course is designed to teach 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.

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two CTE credits. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. *Prerequisite: Two CTE credits*

e-Commerce I

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill 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 learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. *Prerequisite: Multimedia and Webpage Design*

e-Commerce II

This course is designed to help students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project. *Prerequisite: e-Commerce I*

Entrepreneurship I

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

Entrepreneurship II

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

Foundations of Information Technology

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media.

International Marketing

This course offers a rigorous course of study for experienced marketing students. Students will be exposed to political, economical, and cultural issues regarding international marketing. A special focus is placed on the drivers of international marketing, product adaptation and international channels of distribution and promotion. Students develop an understanding and skills in transfer pricing, payment flows, and international professional development. An international business plan project is required. *Prerequisite: Marketing*

CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES	
Design, Engineering & Architecture Professions	PLTW – Introduction to Engineering Design	Advanced Automotive Service	PLTW – Biotechnical Engineering
		Automotive Brakes	PLTW – Civil Engineering & Architecture
		Automotive Computer System Diagnostics	PLTW – Computer Integrated Manufacturing
		Automotive Electrical	PLTW – Digital Electronics
		Automotive Electrical Advanced Carpentry I & II	PLTW – Principles of Engineering
		CTE Advanced Studies	PLTW – Engineering, Design & Development Scientific and Technical Visualization I & II
		Drafting I	
		Drafting II – Architectural	
		Interior Design I & II	
		Complementary/Cross Curricular Courses	
		AP Economics	IB Computer Studies
		AP Language & Composition	IB Economics HL
		AP Statistics	IB Psychology
		Career and College Promise	IB English HL

Marketing

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations.

Marketing Management

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. *Prerequisite: Marketing OR Fashion Merchandising*

Multimedia and Webpage Design

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design.

Network Engineering Technology I

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection.

Network Engineering Technology II

This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. *Prerequisite: Network Engineering Technology I*

Principles of Business and Finance

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

Strategic Marketing

This course challenges junior and seniors by combining into one course the content of Marketing and Marketing Management courses. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis.

DESIGN, ENGINEERING & ARCHITECTURE COURSE DESCRIPTIONS

Automotive Brakes

This course teaches installation, inspection, and troubleshooting of automotive brake systems. Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) certified. Automotive Service is recommended as preparation for this course.

Automotive Computer System Diagnostics

This course is based upon the use of computer system diagnostic tools to read and diagnose computer codes in a variety of automotive types *Prerequisite: Automotive Brakes.*

Automotive Electrical

This course emphasizes automotive electrical/electronics and is basic for electrical/electronic automotive preparation. Basic inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics.

Automotive Electrical Advanced

This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. *Prerequisite: Automotive Electrical*

Automotive Service

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring.

Carpentry I

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

Carpentry II

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. *Prerequisite: Carpentry I*

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two CTE credits. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. *Prerequisite: Two CTE credits*

Drafting I

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling.

Drafting II - Architectural

This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. *Prerequisite: Drafting I*

Interior Design I

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design.

Interior Design II

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. *Prerequisite: Interior Design I*

PLTW Biotechnical Engineering

Students explore the fields of biotechnology. Students participate in projects which are hands-on engineering design problems related to biomechanics, cardiovascular, genetic, tissue, and biomedical devices as well as forensics and bioethics. Students apply biological and engineering concepts to design materials and processes that measure, repair, improve and extend living systems. This course is designed for 11th and 12th grade students.

Prerequisite: PLTW Introduction to Engineering Design OR PLTW Civil Eng. and Arch. OR PLTW Digital Electronics

PLTW Civil Engineering and Architecture

In this specialization Project Lead the Way (PLTW) students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

Prerequisite: PLTW Introduction to Engineering Design or PLTW Principles of Engineering

PLTW Computer Integrated

Manufacturing

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

PLTW Digital Electronics

In this foundation Project Lead the Way (PLTW) students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. *Prerequisite: PLTW Introduction to Engineering Design or PLTW Principles of Engineering.*

PLTW Engineering Design and Development

In this capstone Project Lead the Way (PLTW) students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable skill set for students in the future. *PLTW Introduction to Engineering Design or PLTW Principles of Engineering and one (1) additional PLTW course.*

PLTW Introduction to Engineering Design

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

PLTW Principles of Engineering

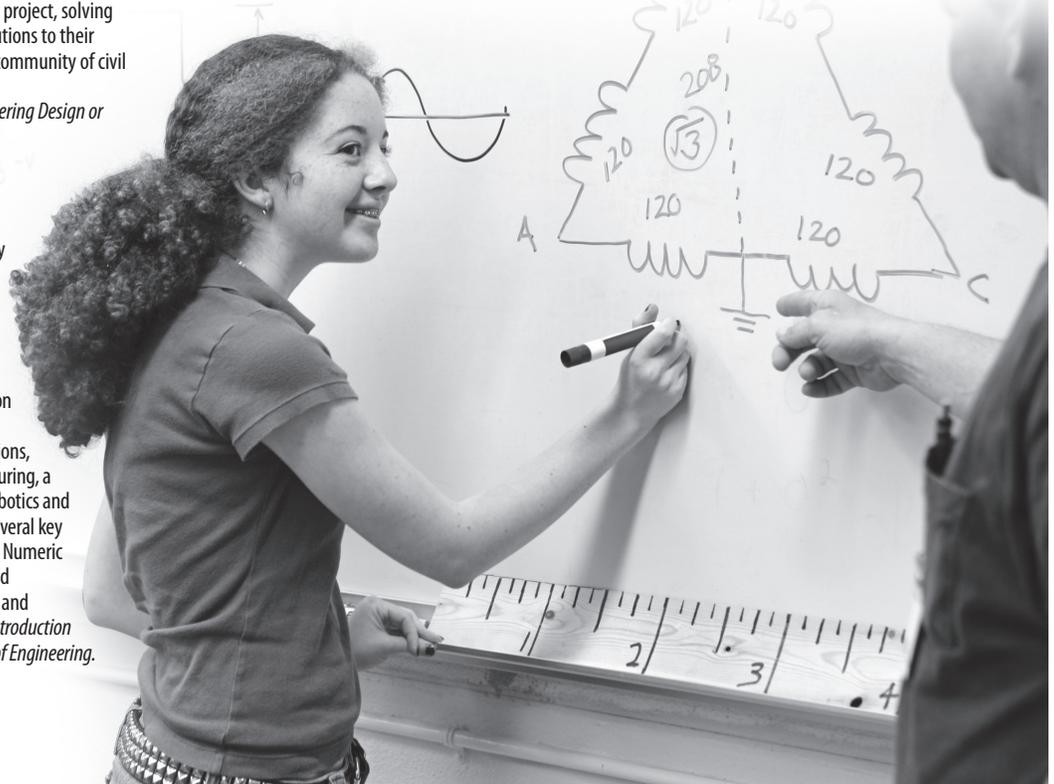
In this foundation Project Lead the Way (PLTW) students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. *Prerequisite: PLTW Introduction to Engineering Design or PLTW Principles of Engineering.*

Scientific and Technical Visualization I

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art.

Scientific and Technical Visualization II

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. *Prerequisite: Scientific and Technical Visualization I*



CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES	
Health Professions	PLTW Principles of Biomedical Sciences	Biomedical Technology CTE Advanced Studies Medical Sciences I PLTW Biomedical Innovation	PLTW Human Body Systems PLTW Medical Interventions
		Complementary/Cross Curricular Courses	
		AP Biology AP Chemistry AP Language & Composition AP Psychology Career and College Promise	IB Computer Studies IB Economics HL IB Psychology IB English HL

HEALTH PROFESSIONS COURSE DESCRIPTIONS

Biomedical Technology

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research.

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two CTE credits. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.
Prerequisite: Two CTE credits

Medical Sciences I

This course uses investigative approaches to the study of human and social sciences as related to medicine and healthcare. Emphasis includes the language of medicine, anatomy and physiology, body chemistry, and the current and futuristic study of diseases and disorders.

PLTW Biomedical Innovation

This course is the capstone course for Project Lead The Way Biomedical Sciences. Students apply scientific knowledge, engineering processes and technical skills to solve 21st century health care challenges related to biomedical sciences. Students work on independent projects and may work with a mentor from the healthcare industry, hospital or university system. The culminating event is the presentation of their work to an adult audience.
Prerequisite: PLTW Medical Interventions

PLTW Human Body Systems

This course allows students to examine the interactions of body systems. Students design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. Students build organs and tissues on a skeletal manikin, investigate real world cases, and attempt to solve medical mysteries while role playing as biomedical professionals. *Prerequisite: Principles of Biomedical Sciences*

PLTW Medical Interventions

This course allows students to investigate interventions involved in the prevention, diagnosis and treatment of disease. Students are exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. The importance of scientific thinking and engineering design and the development of interventions of the future are key components emphasized throughout this course.
Prerequisite: PLTW Human Body Systems

PLTW Principles of Biomedical Sciences

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices and medical treatments. Students learn about human physiology, medicine, and research processes through a variety of activities and projects. This course provides the scientific foundation for subsequent courses.

HUMAN SERVICES COURSE DESCRIPTIONS

Cosmetology I

This course 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

This course covers advanced development of processes techniques and skills. Topics include artificial nail, nail art, advanced chemical restructuring, advanced color techniques, facials, hair extensions, and advanced hair styling. *Prerequisite: Cosmetology I*

Culinary Arts and Hospitality I

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills.
Prerequisite: Introduction to Culinary Arts and Hospitality

Culinary Arts and Hospitality II

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

Early Childhood Education I

This course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. *Prerequisite: Students must be 16 by October 1 of current school year*

CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES	
Human Services Professions	Principles of Business and Finance OR Sports & Entertainment Marketing I	Cosmetology I & II CTE Advanced Studies Culinary Arts & Hospitality I & II Early Childhood Education I & II Entrepreneurship I & II Hospitality & Tourism	International Marketing Introduction to Culinary Arts & Hospitality Marketing ProStart I & II Sports & Entertainment Marketing II
		Complementary/Cross Curricular Courses	
		AP Economics AP Human Geography AP Language and Composition AP Psychology AP World History Career and College Promise	IB English HL IB The Americas HL IB Twentieth Century World IB Economics HL IB Psychology

Early Childhood Education II

This course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. *Prerequisite: Early Childhood Education I*

Entrepreneurship I

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. *Prerequisite: Marketing OR Principles of Business and Finance OR Personal Finance*

Entrepreneurship II

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

Hospitality and Tourism

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. *Prerequisite: Marketing OR Sports and Entertainment Marketing I*

International Marketing

This course offers a rigorous course of study for experienced marketing students. Students will be exposed to political, economical, and cultural issues regarding international marketing. A special focus is placed on the drivers of international marketing, product adaptation and international channels of distribution and promotion. Students develop an understanding and skills in transfer pricing, payment flows, and international professional development. An international business plan project is required. *Prerequisite: Marketing*

Introduction to Culinary Arts and Hospitality

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small-wares, culinary math, and basic knife skills in a commercial foodservice facility are taught.

Marketing

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations.

Principles of Business and Finance

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

ProStart I®

This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost.

ProStart II®

In this national credentialing and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. *Prerequisite: ProStart I®*

Sports and Entertainment Marketing I

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related

industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security.

Sports and Entertainment Marketing II

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. *Prerequisite: Sports and Entertainment Marketing I*

NATURAL RESOURCES/ AGRICULTURAL COURSE DESCRIPTIONS

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two CTE credits. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. *Prerequisite: Two CTE credits*

Environmental & Natural Resources I

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat.

Environmental & Natural Resources II

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. *Prerequisite: Environmental & Natural Resources I*

Foods I

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management.

Foods II - Enterprise

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety

CAREER FIELD	INITIAL COURSE	CAREER FIELD COURSES	
Natural Resources/ Agricultural Professions	Biology I OR Earth/ Environmental Science	CTE Advanced Studies Environmental & Natural Resources I & II Foods I	Foods II - Enterprise Horticulture I & II Horticulture II – Landscaping
		Complementary/Cross Curricular Courses AP Biology AP Chemistry AP Language and Composition AP Psychology Career and College Promise	IB English HL IB Biology HL IB Chemistry HL IB Psychology

Exceptional Children Programs

<p>English Extended English I Extended English II Extended English III Extended English IV Individual Curriculum English I Individual Curriculum English II Individual Curriculum English III Individual Curriculum English IV Occupational English I Occupational English II Occupational English III Occupational English IV Mathematics Extended Math I Extended Math II Extended Math III Extended Math IV Individual Curriculum I</p>	<p>Individual Curriculum II Individual Curriculum III Individual Curriculum IV Occupational Introduction to Mathematics Occupational Algebra I Occupational Financial Management Social Studies Extended Social Studies I Extended Social Studies II Extended Social Studies III Individual Curriculum Social Studies I Individual Curriculum Social Studies II Individual Curriculum Social Studies III Occupational Social Studies I Occupational Social Studies II Science Extended Life Science Extended Physical Science</p>	<p>Extended Earth/Environmental Science Individual Curriculum Science I Individual Curriculum Science II Individual Curriculum Science III Occupational Applied Science Occupational Biology Health/PE Adp Health/PE Adp PE Electives/Other Careers Personal Living I Personal Living II Career Experience I Career Experience II Life Skills Job Training</p>	<p>Community Training Occupational Preparation I Occupational Preparation II Occupational Preparation III Occupational Preparation IV Occupational Preparation V Occupational Preparation VI Occupational Prep Lab I Occupational Prep Lab II Occupational Prep Lab III Occupational Prep Lab IV Occupational Prep Lab V Occupational Prep Lab VI Learning Lab I Learning Lab II Learning Lab III Learning Lab IV Learning Lab V Learning Lab VI</p>
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and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. *Prerequisite: Foods I OR Culinary Arts and Hospitality I*

Horticulture I

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

Horticulture II

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

Horticulture II - Landscaping

Prerequisite: Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry.

EXCEPTIONAL CHILDREN COURSE DESCRIPTIONS

English

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

INDIVIDUAL CURRICULUM ENGLISH I, II, III, IV

Progression of instruction in practical and applied literacy skills to prepare for daily life in post-secondary settings. Students access information and produce permanent products in a variety of formats to engage in lifelong literacy activities.

OCCUPATIONAL ENGLISH I, II, III, IV

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

Mathematics

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.

INDIVIDUAL CURRICULUM MATH I, II, III, IV

Progression of instruction in practical and applied math skills such as numeracy, data analysis, spatial relationships and measurement concepts. Students solve problems in the context of daily living in order to engage with increased independence in post-secondary settings.

OCCUPATIONAL INTRODUCTION TO MATH, OCCUPATIONAL ALGEBRA I, OCCUPATIONAL FINANCIAL MANAGEMENT

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

Social Studies

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.

OCCUPATIONAL SOCIAL STUDIES I

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

OCCUPATIONAL SOCIAL STUDIES II

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

Science

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

INDIVIDUAL CURRICULUM SCIENCE I, II

Progression of instruction in adapted environmental, life, physical and science inquiry skills. Students apply knowledge of their natural surroundings to engage in lifelong inquiry for practical purposes as well as contribute to self-awareness.

OCCUPATIONAL APPLIED SCIENCE

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

OCCUPATIONAL BIOLOGY

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

Health/PE

ADP PE

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

ADP HLTH/PE

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

Electives/Other

CAREERS

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

LEARNING LAB

These courses are designed to provide curricular assistance, learning strategies, and/or support to EC students. Primary goals are to reinforce skills assist with modifications, provide optional testing or test environments, and enable EC students to be successful in classes.

SPORTS OFFERINGS

Fall	Winter	Spring
Cheerleading- JV	Basketball - Men's JV	Baseball - JV
Cheerleading-Varsity	Basketball - Men's Varsity	Baseball - Varsity
Cross Country-Men's	Basketball - Women's JV	Golf - Men's
Cross Country -Women's	Basketball - Women's Varsity	Soccer - Women's JV
Football -JV	Cheerleading- JV	Soccer - Women's Varsity
Football-Varsity	Cheerleading-Varsity	Softball - Women's JV
Golf - Women's	Indoor Track	Softball - Women's Varsity
Soccer-Men's JV	Swimming	Tennis - Men's
Soccer-Men's Varsity	Wrestling	Track - Men's
Tennis-Women's		Track - Women's
Volleyball-Women's JV		
Volleyball-Women's Varsity		

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.



Responsibilities of Parents and Student-Athletes

- Must pay the participation fee or meet the waiver criteria to participate in high school athletics.
- 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 High School Planning Guide 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 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 semester
- 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 August 31 of said school year

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

A grade received in summer school after a student has failed a course and retaken it, may be substituted for a second semester grade when computing the athletic grade point average for first semester athletic eligibility.

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 the previous 365 days 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.
- 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 on 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.
- Parents of student-athletes, and the athletes themselves are required to attend a pre-season meeting at the school prior to the fall, winter and spring sport seasons
- Student-athletes are required to sign the Student-Athlete Honor Code.
- Parents of student-athletes are required to sign the Parent Honor Code.

CMS has two (2) methods of anonymous communication for individuals to report suspected violations of athletic eligibility requirements:

PLAY FAIR

1. playfair@cms.k12.nc.us

2. (980) 343-1098

For more information about athletic-eligibility rules and the consequences for violations: www.cms.k12.nc.us

Global competitiveness starts here.



**Education Center
701 East Second Street
P.O. Box 30035
Charlotte, NC 28202
Phone: 980-343-6220
Fax: 980-343-3647 www.cms.k12.nc.us**

In compliance with federal law,
Charlotte-Mecklenburg Schools
administers all education programs,
employment activities and admissions without
discrimination against any person on the basis
of gender, race, color, religion, national origin,
age or disability.

REACH FURTHER.