Charlotte-Mecklenburg Schools

2013/14

HIGH SCHOOL PLANNING GUIDE

For students entering 9th grade in August 2013

Every Child. Every Day. For a Better Tomorrow.

Charlotte-Mecklenburg Schools

Office of the Superintendent

Charlotte-Mecklenburg Government Center
600 East Fourth Street
Charlotte, North Carolina 28202

Dear Students:

The process for selecting courses for the 2013-14 school year has begun. This is a critical part of determining the path you will follow as you work toward graduation. The choices you make impact everything from the college-selection process to work opportunities. Long-range planning is vital.

This planning guide is designed to help you navigate the many courses from which you may select. The information included in the *2013-14 Planning Guide* provides an overview of rigorous and challenging courses that will help set your path for the next school year. Choose your courses carefully and keep an eye on the future you envision for yourself as you make these choices. Talk with your parents and counselor about your future plans and the best courses to help you meet your goals.

College and Career Ready is more than a slogan in CMS and every grade builds upon the next to help you reach your highest potential. Thoughtful course selection is an imperative step as we work together to help *every child, every day, for a better tomorrow.*

Sincerely,

Heath E. Morrison
Superintendent
Charlotte-Mecklenburg Schools

Phone: 980-343-6270 ■ Fax: 980-343-7135 ■ www.cms.k12.nc.us

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Directory

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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**
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Myers Park . . . . . **.980-343-5800**
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North Mecklenburg . . . . . **.980-343-3840**
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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 2013-2014 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.

Due to significant changes made to North Carolina's End of Year testing regulations and processes to be implemented for the 2012-2013 school year and a projected delay until October 2013 in obtaining the results of these assessments, CMS will use students' 2011-2012 school year EOG/EOC results as magnet entrance requirements for the 2013-2014 school year for those programs that use such data as entrance criteria. Other assessments from the 2012-2013 school year may also be used, if applicable and as they become available.

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 and 10 must have scored at or above grade level (level III or IV) proficiency in Reading and Math, based on 2011-12 EOG tests results.* Students entering grade 10 must pass and receive credit for English I with a minimum grade of C. Applying students who are taking Algebra 2 or 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; 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 grades 9 and 10 must have scored at or above grade level (level III or IV) proficiency in Math; in addition, students entering grade 10 must have scored at or above grade level (level III or IV) proficiency in Science, based on 2011-2012 EOG results.* Students entering grade 10 must have Algebra I credit and have earned one high school Science credit in grade 9. Applying students who are taking Algebra 2 or Geometry must pass and receive credit for the course by the end of the school year. Students entering in grades 11 and 12 apply via the special Application Procedure and the Request for Reassignment process including a transcript analysis completed by the prospective school.

- WORLD LANGUAGES (grades 9-12) – Students entering the Academy of International Languages at grades 9-10 must have scored at or above grade level (level III or IV) proficiency in Reading, based on the Reading EOG test taken in 2011-2012.* All 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 pass and receive credit for English I with a minimum grade of C and have completed the second level of a world language. Students entering in grades 11 and 12 apply via the Special Application Procedures and the Request for Reassignment process including a transcript analysis completed by the prospective school.

** An explanation for why the 2011-2012 EOG results will be used for 2013-2014 entrance criteria is given in the section titled "Entrance Requirements for Magnet Programs," above.*

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 ; Personal Project (grade 10)

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 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 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 more than one 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*

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 specials talents. There are entrance requirements for this magnet program.

STEM 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.

NC ACADEMIC SCHOLARS PROGRAM

The following plan is effective for students who enter the ninth grade for the first time on or after August 2012.

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)
4	Social Studies (World History, Civics/ Economics, and American History I: The Founding Principles and American History II)
2	Second languages required for the UNC System.
1	Health/Physical Education
4	Four elective credits constituting a concentration recommended from one of the following: Career and Technical Institute, JROTC, Arts Education, Second Languages, any other subject area
3	Higher level courses taken during junior and/ or senior years which carry five or six quality points such as: - AP - IB - Dual or college equivalent course - Advanced CTE/CTE credentialing courses - On-line courses - Other honors or above designated courses
	OR
2	Higher level courses taken during junior and/ or senior years which carry five or six quality points such as: - AP - IB - Dual or college equivalent course - Advanced CTE/CTE credentialing courses - On-line courses - Other honors or above designated courses AND Completion of The North Carolina Graduation Project
26 or 25+ NCGP	Note: Adopted by the State Board of Education in July 2009. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2012-2013.

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

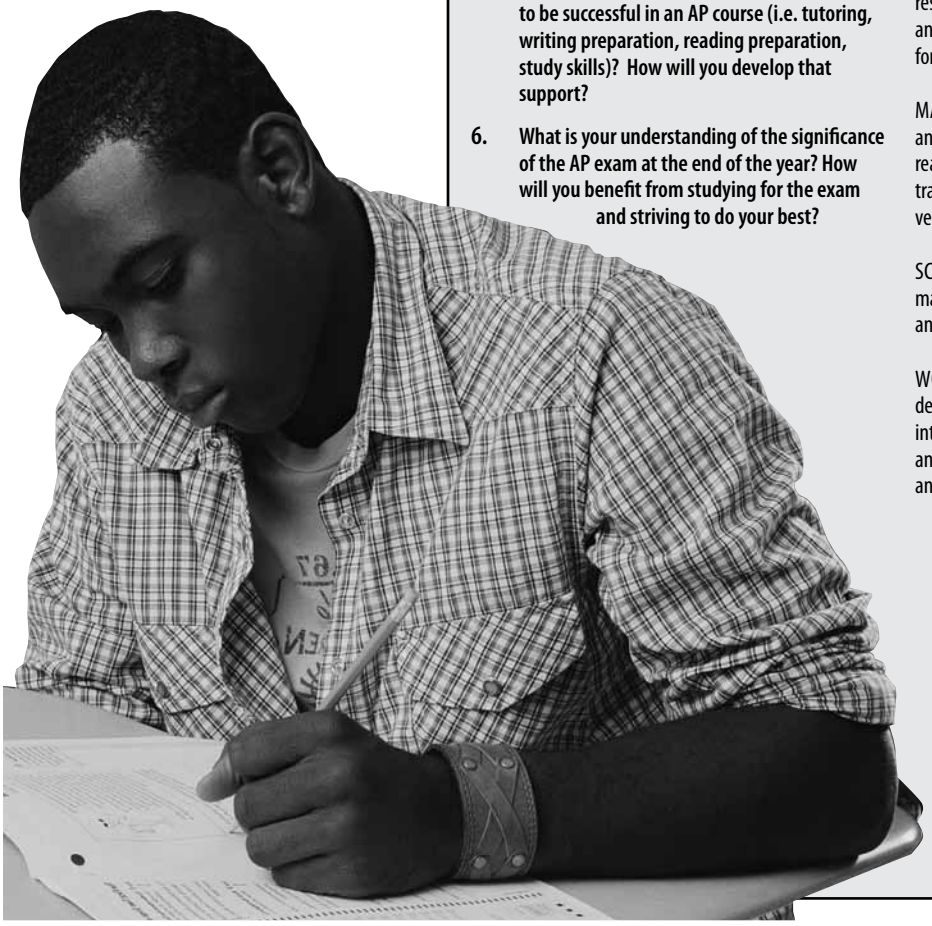
ADVANCED PLACEMENT RECOMMENDATIONS FOR NINTH AND TENTH GRADE STUDENTS

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 may 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, Organization, and Reading (WICOR) skills. Rigorous in-class tutorials assist students in increasing their achievement in academic classes.

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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 years' CMS JROTC students had a 99% on time graduation rate and received $11.1 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 ledership, 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 21th 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 (GTTP) 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.

SHELTERED INSTRUCTION (SIOP) COURSES

Sheltered Instruction promotes academic achievement for English Learners by providing grade-level, content-area concept 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. SIOP courses are offered in the English, Math, Social Studies, and Science content areas.

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. English Language Development courses may be scheduled as companion courses with core content and SIOP courses. Students are placed in the correct program of study according to English Language Proficiency as established by the ACCESS or W-APT test, transcripts, educational background and teacher recommendations. Parents please communicate with school counselors regarding student course placement.

CAREER AND COLLEGE PROMISE

7

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.

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 IKF

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).

The CPR Graduation requirement is accomplished in the eighth grade healthful living course delivered through a curriculum that meets the healthful living essential standards. If a student has not satisfied the CPR Graduation requirement in the 8th grade, arrangements must be made to accommodate remediation to meet this standard. Remediation will include two components. The student will 1) complete the online course, and print the online documentation of course completion; and 2) have a certified physical education/health teacher approve the accompanying skill set, and return the document to the school's registrar to add to transcript.

HIGH SCHOOL PROMOTION STANDARDS

Effective with the 2012/2013 school year, students must meet the following requirements to be promoted from one grade to another.

a. 9th to 10th Grade: Students must earn six (6) credits during the 9th grade. Credits may be earned in any courses.

b. 10th to 11th Grade: Students must have earned a cumulative total of 12 credits (which must include English I, English II and Algebra I).

c. 11th to 12th Grade: Students must have earned a cumulative total of 18 credits.

d. 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.

e. 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.

f. 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 B /3 C /2 D /1 F/0	A/5 B/4 C/3 D/2 F/0	A/6 B/5 C/4 D/3 F/0

Grade Point Average/Class Ranking - IKC-R

I. Grade Point Average (GPA)

A. Computation

1. The following courses are included in calculation of GPA:
   a. Coursework attempted in CMS in grades 9 - 12, unless the course is one that is specifically exempted from inclusion in GPA: The coursework may be taken during the regular or extended year term, or at an alternative school site;
   b. Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution;
   c. Courses taken in accredited educational institutions before the student enrolled in CMS;
   d. New coursework taken at accredited non-CMS educational institutions that is necessary for the student to satisfy a graduation requirement and is not reasonably available to the student within CMS (see IKF-R for additional information on this requirement);
   e. New coursework taken at accredited non-CMS educational institutions that the principal and the superintendent's designee approve for inclusion as a graduation requirement, as set forth in IKF-R;
   f. Institutions of higher education that are included in an articulation agreement or memorandum of understanding between the institution and CMS regarding courses for which students may receive credit towards graduation.

2. The following courses are not included in calculation of GPA:
   a. Courses transferred from home schools (effective with the 2003 – 04 school year);
   b. Courses transferred from non-accredited schools (effective with the 2003 - 04 school year);
   c. New coursework taken by CMS students at accredited non-CMS institutions that does not meet the criteria set forth above for inclusion in graduation requirements;
   d. CMS courses noted as not being included in the GPA calculation in the current year's High School Planning Guide.

3. The number of quality points a student may earn for a particular course is determined by a combination of the student's grade in the course and the academic level of the course, as follows:
   a. 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.
   b. 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.
   c. To determine a weighted GPA, total the total number of quality points (weighted and unweighted) is divided by the number of semesters attempted.
   d. 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.
   e. 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

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

2. An interim weighted GPA will be calculated at the end of first semester for all high school students and posted to students' transcripts.

For students who transfer to CMS after beginning 9th grade in a different school district or a private school, all previously awarded grades are converted to the CMS grading scale (no pulses 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

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

2. In order to be eligible to be Valedictorian or Salutatorian at a particular high school, a student must have been enrolled at that school and have been a member of the class with which he or she is being ranked from the beginning of second semester of the school year preceding the student's senior year. If a student is graduating early, the student must have been enrolled at the school from the beginning of second semester of his or her tenth grade year.

B. Computation

1. Class rank will be determined by ranking all students numerically by weighted GPA. The student(s) with the highest average will be assigned a rank of number one (1) in the class. The student(s) with the second highest average will be assigned the next highest rank. Students who have the same GPA will have the same rank in class.

2. All high schools will determine Junior Marshals by ranking students according to the weighted

GPAs calculated at the beginning of first semester of the students' junior year.

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

4. All students who share the top ranking will share the title of Valedictorian. All students who share the next highest ranking will share the title of Salutatorian.

C. Schedule for Determining Class Rank 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
1. The teacher-provided comprehensive examination will count as 25% of a student's final grade.

2. 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.

3. The teacher-provided comprehensive examination shall cover the entire course content.

B. Required North Carolina Tests and Examinations
1. A student enrolled in a course for which a North Carolina End-of-Course (EOC) 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.

2. Graduation Requirements, EOC 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:
1 = Excellent
2 = Acceptable
3 = Needs Improvement
4 = Unsatisfactory

IV. High School Schedule Changes
A. Student Initiated Course Changes
1. A student will not be penalized for a non-administrative course schedule change that is approved according to the following schedule:
   a. For courses that meet on an "A/B" schedule: within the first twenty school days of the beginning of a course;
   b. For courses that meet on a "4x4" schedule: within the first ten school days of the beginning of the course.

2. For college courses, the district will follow the schedule for course drops used by the college.

3. A student will receive a grade of "F" in a course for which a non-administrative course schedule change is made after the deadline established in paragraph 1 above.

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

B. Administrative Courses Changes
1. The administration may initiate a student course change at any point without penalty to a student. Such administrative actions include rescheduling a student to a different section of a course or removing a student from a course ("dropping" a course).

2. Administratively initiated schedule changes from one section of a course to another or to a more advanced course should be allowed at the discretion of the principal.

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

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

V. Schedule Changes for Courses for which the state requires an End of Course Test, VoCATS or CTE post-assessment
A. Student Initiated Course Changes
Student initiated schedule changes for the courses described above shall follow the guidelines set forth in Section IV. A, above.

B. Administrative Course Changes
A student enrolled in one of the courses described above may be dropped from the course after the first twenty school days only upon satisfaction of the guidelines set forth in Section IV. B, 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 encourages and facilitates 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 taken 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/charmeck 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/charmeck.
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 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.
- 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 information is available in your school's counseling department and on-line.
- 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!

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS
CLASSES OF 2013 - 15 (9th Grade Entry years 2009, 2010, 2011)

Course of Study	FUTURE READY CORE PLUS	Occupational
Content Area	**Courses**	**Credits**
English	**4 Credits** English I, II, III, IV (taken in sequence); or Early College English Course sequence	**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 principal approval): Algebra I/Geometry or Algebra I/Algebra II plus two other alternative math courses. (See Notes 1, 2 and 3, below)	**3 Credits** OCS Introduction to Math OCS Algebra I OCS Financial Management
Science	**3 Credits** An earth/environmental science Biology A physical science	**2 Credits** OCS Applied Science OCS Biology
Social Studies	**3 Credits** World History Civics and Economics US History	**2 Credits** Occupational Social Studies I, II
Additional Science or Social Studies	**1 Credit**	**0 Credit**
Health & Physical Education	**1 Credit**	**1 Credit**
Electives	**8 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 Career and College Promise or university dual enrollment. Two additional electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 4, below.)	**4 Credits** Career/Technical Education
Occupational	**0 Credits**	**8 Credits which consist of:** 4 credits of Occupational Preparation 4 credits of Occupational Preparation Lab (300 hours of school based training, 240 hours of community based training, and 360 hours of paid employment)
TOTALS	**24 Credits (See Note 5)**	**24 Credits**

Notes

1. To meet minimum admission requirements for the UNC University System, a student must: a) Complete a specific math sequence; and b) Have a minimum of two years of credit in the same World Language.
2. A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the Zone Superintendent.
3. Contingent on approval of the State Board of Education, Algebra I, Geometry, and Algebra II will be replaced with integrated courses Math One, Math Two and Math Three.
4. Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
5. Students must also complete the CMS Graduation Project .

Adopted: 12/9/08

Revised: 8/28/12, 12/11/12

GRADUATION REQUIREMENTS EXHIBIT IKF-E
CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS
Effective with the CLASS OF 2016 (Beginning with students entering 9th Grade in 2012)

Course of Study	FUTURE READY CORE PLUS	Occupational
Content Area	**Courses**	**Credits**
English	**4 Credits** English I, II, III, IV (taken in sequence); or Early College English Course sequence	**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 principal approval): Algebra I/Geometry or Algebra I/Algebra II plus two other alternative math courses. (See Notes 1, 2 and 3, below)	**3 Credits** OCS Introduction to Math OCS Algebra I OCS Financial Management
Science	**3 Credits** An earth/environmental science Biology A physical science	**2 Credits** OCS Applied Science OCS Biology
Social Studies	**4 Credits** Civics and Economics World History American History I: The Founding Principles and American History II; or AP US History and 1 additional social studies credit (See Note 4, below)	**2 Credits** Occupational Social Studies I, II
Health & Physical Education	**1 Credit**	**1 Credit**
Electives	**8 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 Career and College Promise or university dual enrollment. Two additional electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 5, below.)	**4 Credits** Career/Technical Education
Occupational	**0 Credits**	**8 Credits which consist of:** 4 credits of Occupational Preparation 4 credits of Occupational Preparation Lab (300 hours of school based training, 240 hours of community based training, and 360 hours of paid employment)
TOTALS	**24 Credits (See Note 6)**	**24 Credits**

Notes

1. To meet minimum admission requirements for the UNC University System, a student must: a) Complete a specific math sequence; and b) Have a minimum of two years of credit in the same World Language.
2. A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the Zone Superintendent.
3. Contingent on approval of the State Board of Education, Algebra I, Geometry, and Algebra II will be replaced with integrated courses Math One, Math Two and Math Three.
4. The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
5. Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
6. Students must also complete the CMS Graduation Project .

Adopted: 8/28/12

Revised: 12/11/12

8 E-LEARNING OPPORTUNITIES IN CHARLOTTE-MECKLENBURG SCHOOLS

North Carolina Virtual Public Schools (NCVPS)

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 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	• 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	• 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

AP Art History (Yearlong)

1 credit

Course Description

Art is the reflection of the time, place, and people that produced it. 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. During the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what you see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards. For the latest information and services available go to http://www.collegeboard.org/AP. *Prerequisites: No prior experience in art history is required. Students should be strong in academic courses. Strong studio art skills are not necessarily a predictor of success in this course. In general juniors and seniors in high school are best suited in terms of breath of education—history, language arts and foreign language depth and success is a good predictor. In order to be successful in AP Art History, students will need general computer knowledge and Internet access.*

AP Music Theory (Yearlong)

1 credit

Course Description

AP® Music Theory is intended for advanced high school students who have an interest in performing, writing , and analyzing music. Through this course, students will further their understanding of musical harmony, form and structure, and the elemental building blocks of composition. The principal concentration in the course is in the seventeenth- and eighteenth-century stylistic practice, however, musical style through the twentieth century will also be studied.

This year-long course will be administered via an online setting through the North Carolina Virtual Public High School. Because of the nature of online learning and the advancements in writing and performing music, the use of music technology will be used principally throughout.

The General and Expanded Course Content has been based upon the Expanded Course Specifications posted at AP Central Music Theory. The course will meet and exceed the curriculum described in the AP Music Theory Course Description and will cover the content found on the AP Music Theory Exam. Other topics such as MIDI, composition, sequencing, transposition, arranging, and advanced harmonic analysis will be included to reinforce the primary concept of Music Theory.

Prerequisites: There are no prerequisite classes for AP Music Theory. Students who have studied music formally may be more familiar with some musical topics in the course, and because of this, AP Music Theory may not be suitable for middle school students.

ART AND MUSIC

Visual Arts (Beginning) (Summer, Fall & Spring)

1 credit

Course Description

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 drawing, color, architecture, painting, photography, graphics, printmaking and sculpture. Careers in art are also explored. It should be noted that this course is as academically rigorous as core subjects and should only be taken by students who are prepared to spend a minimum of 7 ½ hours each week on assignments and projects.

Visual Arts (Intermediate) (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

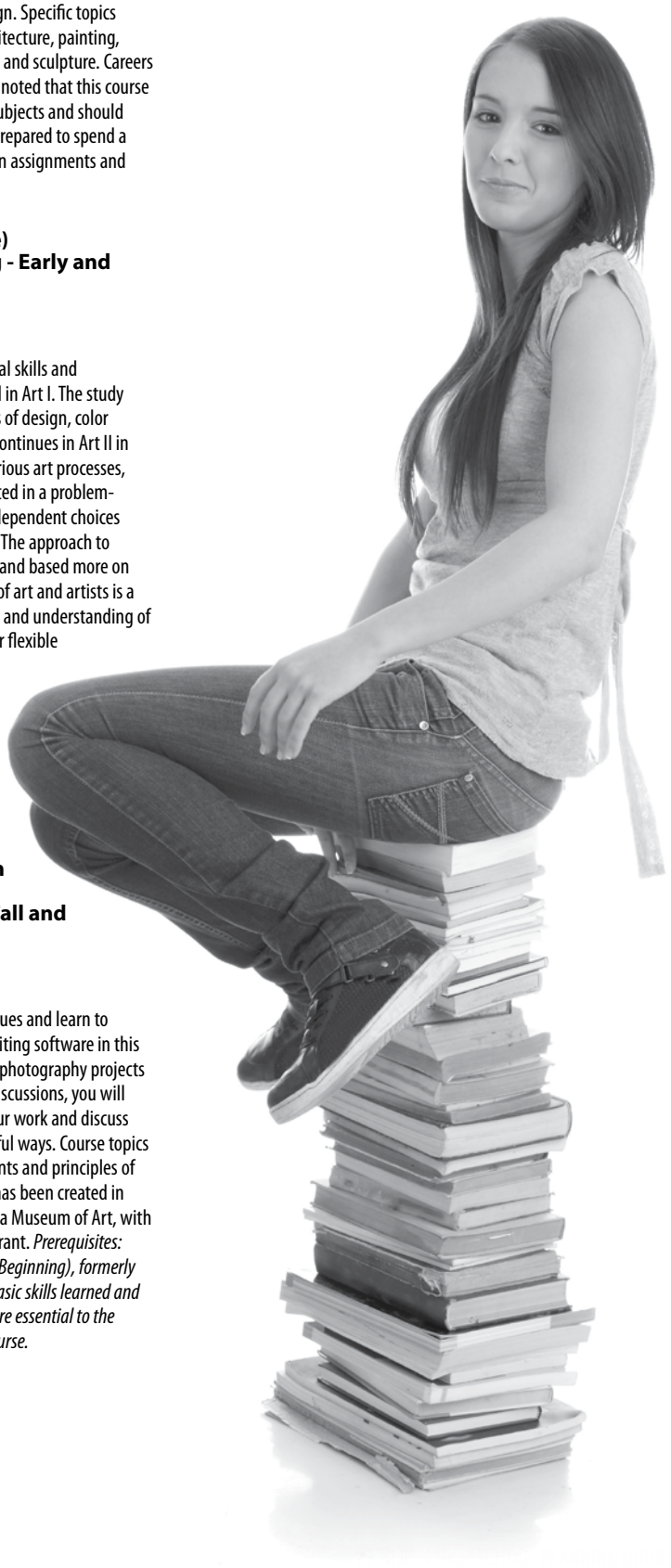
Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Art II. *Prerequisites: Successful completion of Visual Arts (Beginning), formerly Art I is REQUIRED*

Visual Arts Specialization (Intermediate): Art of Photography (Summer, Fall and Spring)

Semester for 1 credit

Course Description

Explore digital photography techniques and learn to enhance your images with photo editing software in this studio-based class. Through weekly photography projects combined with critiques and class discussions, you will examine the technical aspects of your work and discuss your work in personal and meaningful ways. Course topics will include composition, the elements and principles of design, and art history. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a Wells Fargo Grant. *Prerequisites: Successful completion of Visual Arts (Beginning), formerly Art I is REQUIRED; please note - the basic skills learned and practiced in Visual Arts (Beginning) are essential to the success of students enrolled in this course.*



Visual Arts Specialization (Proficient): Advanced Digital Photography (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

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

Visual Arts Specialization (Intermediate): Art of Game Design (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

This multimedia course teaches the basic elements of designing digital (video) games and non-digital (board/card) games. Using works of art from the North Carolina Museum of Art as catalysts for learning, you will explore game purpose and structure as well as character and story development. Other topics will include the history of games, games from around the world, and troubleshooting common obstacles in game design. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a Wells Fargo Grant. *Prerequisites: Successful completion of Visual Arts (Beginning) is REQUIRED; please note - the basic skills learned and practiced in Visual Arts (Beginning) are essential to the success of students enrolled in this course.*

Visual Arts Specialization (Intermediate): Art of Persuasion (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

Maximize your powers of persuasion as you develop skills to influence others through images and decode messages in art and advertising. Using the collection from the North Carolina Museum of Art, build your visual literacy skills to become a smart and savvy media consumer and marketer. The course provides an overview of persuasion tactics, propaganda, and the power of words and images to help you understand how persuasive messages used in art and advertising actually work. Course topics include graphic design, product advertising, cross-cultural marketing, war propaganda, and political campaigns. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a Wells Fargo Grant. *Prerequisite: Successful completion of Visual Arts (Beginning), formerly Art I is REQUIRED. Please note: the basic skills learned and practiced in Visual Arts (Beginning) are essential to the success of students enrolled in this course.*

Music Specialization (Beginning): Music Appreciation (Fall, Spring, and Summer)

1 credit

Course Description

This course provides an overview of music from the early ages to the present. The course focuses on the use and value of music in the lives of the human population. It encourages students to view music in the social context of human life in all cultures rather than abstract information to be learned for its own sake. History will be used as a primary resource for understanding how music came to be, changed over time, and becomes a global language/ connection as new technology continues to develop. Throughout this course many types of styles/genres will be explored. *Prerequisites: None*

Music Specialization (Beginning): Music Business and Recording (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

This is an entry level music business course that prepares students for careers in the music industry, both in music management and music recording. This introduction to the music industry establishes communication skills and knowledge of copyrights, music publishing and contracts, concert promotion, and recording studio business. An introduction to music recording and music engineering is established through introducing skills needed for studio mixing, concert sound mixing, and D.J. applications. This course focuses on the technical and basic electronic aspects of music technology. Areas of instruction include beginning music theory, physics of sound, basic electronics, sound reinforcement systems, multi-track recording, digital audio recording, and digital signal processing. *Prerequisites: None*

Visual Arts Specialization (Beginning): Non Western Art (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development. *Prerequisites: None*

Visual Arts Specialization (Intermediate): Art of Videography (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

Videography with the Renaissance Twist

If you enjoy creative thinking, planning for and executing projects that are different, unique, and exciting - this is the course for you! The videography class is about learning to use the tools of video-editing to make your original and creative videos. This course teaches you how to film, upload and edit a video. You will learn about working with different files, how to add titles, transitions, music, and much more. The course uses video-editing skills and techniques as a path to learning about Renaissance art. Not only will students learn and understand more about art history and the "Renaissance Brain", these ideas provide a spring board to create new works of art today in fascinating and innovative ways! This course is guaranteed to challenge, inspire, and invigorate what students already know or think they know about the Renaissance, Video-Editing and art!

This course has been created in collaboration with the North Carolina Museum of Art with funding provided by the Wachovia Wells Fargo Grant. *Prerequisites: Successful completion of Art One; please note - the basic skills learned and practiced in Art One are essential to the success of students enrolled in this course.*

Visual Arts Specialization (Intermediate): Visual Journaling (Summer, Fall and Spring - Early and Traditional Calendar)

1 credit

Course Description

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

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

Russian I, II

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.

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. Credit Recovery Biology I.

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.

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. Credit

Recovery World History
The purpose of this course is to allow students who have previously failed World History to gain mastery of course concepts. World 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.

CAREER AND TECHNICAL EDUCATION COURSES:

SAS Computer Programming

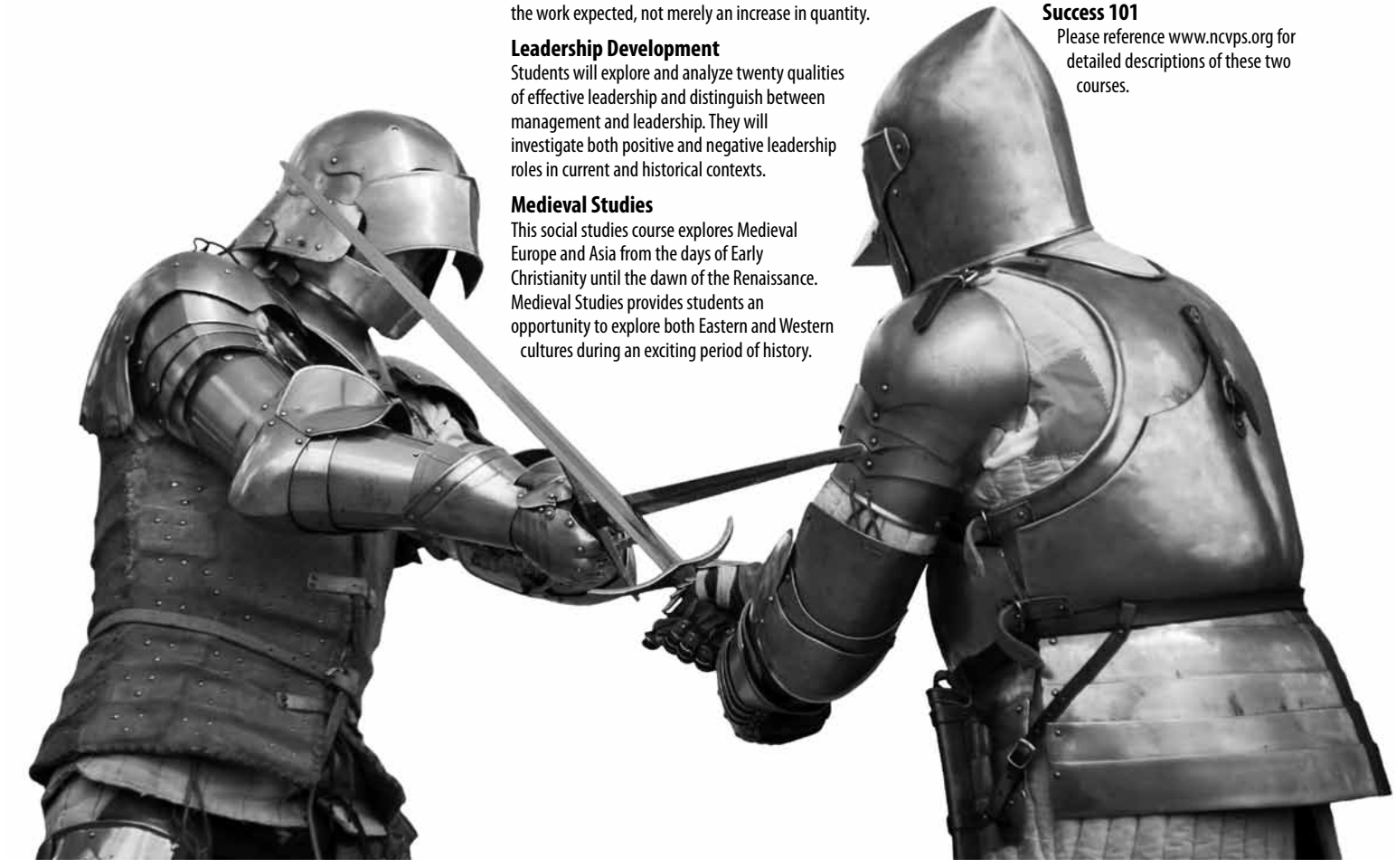
Computer Science Principles

ELECTIVE COURSES:

SAT Prep

Success 101

Please reference www.ncvps.org for detailed descriptions of these two courses.



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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ARTS EDUCATION

Arts Education courses are aligned directly with the Arts Education Essential Standards and are organized by four proficiency levels of Beginning, Intermediate, Proficient, and Advanced. Beginning courses are for those students who have not received a complete K-8 education within a particular arts education discipline. Intermediate courses are for those students who have received a complete K-8 education or who can provide evidence of having met beginning level standards.

In order to move from one proficiency level to the next, the student must demonstrate mastery of all course objectives. If there is evidence that the student has achieved all of the standards within a given proficiency level mid-course, it is up to the teacher to ensure that the student has opportunities to either extend the standards or work toward the next level of proficiency.

State Board of Education Policy GCS-L-004 (approved in March 2012), states that under Item 3 of the policy that arts education courses will receive weighted (honors) credit of one point at the proficient and advanced levels. AP and IB courses retain their designations because the standards and designation are guided by outside organizations. Students may repeat arts education courses for credit at any proficiency level, including proficient and advanced.

PERFORMING ARTS COURSES

Dance
Dance (Beg)
Dance (Int)
Dance (Prof)*
Dance (Adv)*

Choral Music
Chorus (Beg)
Mixed Choir (Int)
Mens Ensemble (Int)
Womens Ensemble (Int)
Concert Choir (Prof)*
Mens Chamber Choir (Prof)*
Womens Chamber Choir (Prof)*
Mixed Chamber Choir (Adv)*

Band
Band (Beg)
Concert Band (Int)
Symphonic Band (Int)
Symphonic Band (Prof)*
Wind Ensemble (Prof)*
Wind Ensemble (Adv)*
Jazz Ensemble (Prof)*
Marching Band (Int)
Marching Band (Int) No Credit

Orchestra
Orchestra (Beg)
Concert Orchestra (Int)
Symphonic Orchestra (Prof)*
Chamber Orchestra (Adv)*

Music Theory
Music Theory I (Int)
Music Theory II (Prof)*
AP Music Theory

Theatre
Theatre Arts (Beg)
Theatre Arts (Int)
Theatre Arts(Prof)*
Theatre Arts (Adv)*
Technical Theatre (Beg)
Technical Theatre (Int)
Technical Theatre (Prof)*
Technical Theatre (Adv)*

- *In order to move from one proficiency level to the next, the student must demonstrate mastery of all course objectives.*
- *Beginning courses are for those students who have not received a complete K-8 education within a particular arts education discipline.*
- *Intermediate instrumental music courses are for those students who have completed a K-5 music program and a 6-8 instrumental course sequence or who can provide evidence of having met beginning level standards.*
- *Intermediate choral music courses are for those students who have completed a K-5 music program and a 6-8 Choral course sequence or who can provide evidence of having met beginning level standards.*
- *Intermediate Dance and Theatre Arts courses are for those students who have completed a 6-8 dance or theatre arts course sequence or who can provide evidence of having met beginning level standards.*

** Denotes Honors Credit*

VISUAL ARTS COURSES

VISUAL ARTS	CONTEMPORARY CRAFT & DESIGN	CERAMICS
Beginning Visual Arts	Beginning Contemporary Craft & Design	Beginning Ceramics
Intermediate Visual Arts	Intermediate Contemporary Craft & Design	Intermediate Ceramics
Proficient Visual Arts*	Proficient Contemporary Craft & Design *	Proficient Ceramics *
Advanced Visual Arts *	Advanced Contemporary Craft & Design *	Advanced Ceramics *
PHOTOGRAPHY	**ART HISTORY**	**AP STUDIO ART**
Beginning Photography	Art History (Proficient)*	AP Studio Art Drawing
Intermediate Photography	AP Art History	AP Studio Art 2-D
Proficient Photography *		AP Studio Art 3-D
Advanced Photography*		

- *Beginning courses are for those students who have not received a complete K-8 education within a particular visual arts education discipline. Examples includes specialty Visual Arts Courses such as Ceramics, Contemporary Crafts & Design, and Photography.*
- *Visual Arts Intermediate course is for those students who have completed a K-5 visual arts program and a 6-8 Visual Arts course sequence or who can provide evidence of having met beginning level standards.*

** Denotes Honors Credit*

DANCE

Dance (Beginning)
This course explores movement as a creative art form. Students learn basic choreographic principles, structures and processes. Movement skills and performance values are studied. A movement portfolio is begun. Students analyze dance and explore connections in history, to other arts disciplines, and to health. Students will begin to self assess their dance based on established criteria. *Prerequisite: None*

Dance (Intermediate)
This course builds upon technical movement and choreographic skills. A movement portfolio is further developed. Students learn anatomical concepts in relation to dance; how to analyze dance on the basis of established criteria; and to evaluate personal performance. Connections between dance and civics and economics, health, and other arts disciplines are explored. Students will participate in self assessments and aesthetic evaluations. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation.*

Dance (Proficient*)
This course emphasizes dance as a creative and expressive art form. Students increase their technical movement skills and create dances that fulfill choreographic intent, utilize production design choices, and meet aesthetic criteria. Examining and evaluating dance from cultural and historical perspectives with emphasis in the U.S. is a part of dance at this level. Connections to literary works are explored. Students are expected to reflect upon personal performance and establish goals for growth. Students are expected to perform in dance concerts. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation.*

Dance (Advanced*)
This course emphasizes an advanced level of technique and refinement of skills as a choreographer and performer. Students are expected to analyze, critique, evaluate and interpret dance from personal, cultural, and historical contexts. Incorporation of complex dance structures, performance values, and response to constructive feedback should be demonstrated when dancing. Students are expected to perform in dance concerts.

CHORAL MUSIC

Chorus (Beginning)
This introductory course is for students interested in singing. Students study the fundamental skills of music, sight-singing, proper vocal production, and vocal health. Choral music study involves listening, describing, and evaluating music. Students also study basic vocal health and wellness issues. Any student who loves to sing is welcome to join. Participation in after-school rehearsals and performances is expected. *Prerequisite: None.*

Mixed Choir (Intermediate)
This course includes students of varied vocal talents and abilities. Students should have a general understanding of music theory and notation, sight-reading, and a willingness to sing actively each day. Mixed Chorus performs a variety of music ranging from historical choral literature to the music of today. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Men's Ensemble (Intermediate)
Women's Ensemble (Intermediate)
Each course is designed specifically for male and female singer to improve their vocal skills in a wide range of musical settings. Traditional choral skills of blend, balance, intonation, and phrasing will be learned through the rehearsal and performance of gender specific repertoire. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Concert Choir (Proficient*)
This course is for students who have demonstrated skill and serious commitment to singing. Students must be able to sing with intonation accuracy and demonstrate advanced knowledge of music theory and sight-reading skills. Concert Choir performs complex music of all styles and varieties. Key components of this course include the ability to listen to, analyze and evaluate musical performances. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Women's Chamber Choir (Proficient*)
Men's Chamber Choir (Proficient*)
Each course is designed for smaller groups of select male and female singers who perform chamber choral music from all traditional and contemporary musical periods. Both Women's and Men's Chamber Choir require high technical and interpretive skills. Students apply the elements of music and musical techniques within a variety of parameters and learn to critique their performance. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Mixed Chamber Choir (Advanced*)
This course utilizes a small performing group of mixed voices, which requires the highest level of technical skill and the ability to perform music in a variety of meters and keys, using both traditional and non-traditional notation. Mixed Chamber Choir students perform with subtle nuances making their work unique, interesting, and expressive. Exploration is highly encouraged to interpret music from personal, cultural, and historical contexts. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

BAND

Band (Beginning)
This course is an introductory level class for students with no instrumental experience. As a performance-based class, students develop fundamental skills of music, characteristic tone production, terminology, posture, intonation, and expressive skills through ensemble playing and the study of simple band literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: None*

Concert Band (Intermediate)
This course is designed for students who are continuing instrumental music study. Emphasis is placed on the development of musicianship, tone production, and basic skills. Concert Band students study Grade 3-4 band literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation.*

Symphonic Band (Intermediate, Proficient*)
This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experience. Students apply the elements of music and musical techniques within a variety of parameters and learn to critique their performance. Students develop a high level of musicianship through the study and interpretation of Grade 4-6 literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation.*

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Wind Ensemble (Proficient*, Advanced*)
TThis course requires consistent employment of advanced technical and interpretive skills. Students explore rich instrumental repertoire, including compositions with traditional and non-traditional notation, from Grade 5-6. Students analyze musical works for the interaction of elements that make the works unique, interesting, and expressive. Exploration of how music is represented in the 21st century is highly encouraged. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation.*

Jazz Ensemble (Proficient*)
This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis on the development of performance skills and techniques of improvisation assist students in enhanced practice, study, and evaluation of their own work and that of others. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Marching Band (Intermediate)
Marching Band (Intermediate) No Credit
This course is offered during the first semester only. It is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Instruction in musicianship and marching techniques is included. Marching Band requires an extensive rehearsals and performance schedule. Marching band students may perform at football games, parades, and/or competitions.

ORCHESTRA

Orchestra (Beginning)
This is an introductory level class for students with no instrumental experience. Students develop fundamental skills of music, characteristic tone production, music terminology, posture, bowing, intonation, and expressive skills through ensemble playing and the study of simple orchestral literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: None*

Concert Orchestra (Intermediate)
This course is designed for students who are continuing music study. Emphasis is placed on the development of intonation, shifting positions, vibrato, bowing and ensemble performance. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Symphonic Orchestra (Intermediate, Proficient*)
This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experience. Top brass, wind, and percussion students join their string counterparts for the full orchestra experience. Students develop a high level of musicianship and the

ability to critique their performance. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Chamber Orchestra (Proficient*, Advanced*)
This course consists of a smaller ensemble of string students who demonstrate a superior level of technical and musical proficiency and the interest in improving these skills to attain the highest level of artistry possible for both the individual and the ensemble. Chamber Orchestra students analyze musical works for the interaction of elements that make the works unique, interesting, and expressive. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

MUSIC THEORY

Music Theory I (Intermediate)
This is a basic course designed to give students an opportunity to study the fundamental aspects of music reading and writing. Students learn to notate music, rhythms, key signatures, time signatures and other elements needed to apply their knowledge. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Music Theory II (Proficient*)
This course builds upon the foundations of music theory study integrating aspects of melody, harmony, texture, rhythm, form, musical analysis, and elementary composition. Musicianship skills such as beginning dictation and other listening skills are also included. *Prerequisite: Music Theory I/Teacher Recommendation*

A Music Theory (Advanced*)
This course is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. AP Music Theory covers the basic materials and processes of music that are heard or presented in a musical score. Achievement of these goals is approached by addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. *Prerequisite: Music Theory II/Teacher Recommendation*

THEATRE ARTS

Theatre Arts (Beginning)
This is an introductory course for students with little or no theatre arts experience. The course focuses on essential theatre arts vocabulary and the creative process. The fundamentals of speaking, acting, and vocal expression are applied. Students learn fundamental pantomime skills and how to apply the elements of improv in the performance of simple scenes and stories. They explore and analyze formal and informal theatre productions and develop the ability to identify basic technical elements of theatrical production.

Theatre Arts (Intermediate)
In this course, students explore the use of body language to express human motivations through improvisation. They are able to execute basic acting fundamentals of projection, articulation and vocal expression. Intermediate students analyze dramatic literature including, but not limited to, the 6 elements of Aristotle. They are able to illustrate technical elements of theatrical productions and identify links between storytelling traditions and cultural growth. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Theatre Arts (Proficient*)
This course offers more detailed course of study as the expectation is that students begin to generate their own characters and create original works such as scenes, monologues or performance pieces. Students analyze full length plays and are able to deconstruct the production process from live performance back to script. Specific United States plays are included for their historical relevance. Aspects of design elements are integrated and applied to solve production challenges. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*

Theatre Arts (Advanced*)
This course is the highest level of study and requires students to apply theatrical elements through the creation of original works and directing performance pieces. Advanced level students use vocal elements to create dialects and learn to perform improvisations using audience prompts. Students analyze a variety of dramatic literature and identify structural elements to differentiate genres. Advanced work includes the production of experimental, culturally significant works of art. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*.

Technical Theatre (Beginning)
This is an introductory course for students with little or no technical theatre arts experience. This course focuses on essential technical theatre vocabulary and an understanding of roles and responsibilities of a theatre production team. Students study dramatic text in terms of the principles of design and production basics of scenery, costuming, painting, make-up and lighting tools, and safety issues.

Technical Theatre (Intermediate)
In this course, students develop technical skills through design and production. They generate ideas and assume various roles. Through an understanding of technical elements, students generate a ground plan for specific scripts based on original scenic design ideas. Specific safety issues are covered for use of electrical and power equipment. Technical support for school productions requires participation in after-school rehearsals and performances. *Prerequisite: Demonstrated Proficiency/ Teacher Recommendation*.

Technical Theatre (Proficient*)
In this course, students continue their study through more in-depth understanding of scenic design ideals and production. Students evaluate formal and informal theatre productions with regards to production concept, principles of design, and critical analysis. Students at a Proficient level construct flats, platforms, and models and renderings for specific scripts based on original design ideas. Technical support for school productions requires participation in *after-school rehearsals and performances. Prerequisite: Demonstrated Proficiency/Teacher Recommendation.*

Technical Theatre (Advanced*)
In this course, students work more independently and assume major supervisory roles in production. Students provide feedback for potential designs and construct scale models for implementation. Emphasis is on advanced aspects of design, including costume, make-up, lighting, sound, and production skills. Technical support for school productions requires participation in after-school rehearsals and performances. *Prerequisite: Demonstrated Proficiency/Teacher Recommendation*.

VISUAL ARTS

Beginning Visual Arts
This course is an introductory survey of visual arts through drawing, painting, printmaking, sculpture and mixed media. Emphasis is on the study and use of Elements of Art and Principles of Design. Students will explore the context of art in our world and begin to develop critical responses. Students will create and maintain an artistic journal. *Prerequisite: None*

Intermediate Visual Arts
This course is a continuation of study in visual arts through techniques and processes in the areas of drawing, painting, printmaking, sculpture and mixed media. Emphasis is placed on critical thinking and development of problem-solving skills. Students will begin to take a more personal approach in their art. Conducting critiques, evaluating works of art, and examining the economics of art is explored. Students will maintain an artistic journal and learn the process of maintaining a portfolio. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation*

Proficient Visual Arts*
This course is designed for more in-depth concentrated study of the fine arts. Students will be required to maintain a portfolio of artwork that showcases technical skill and personal style. Students should be self-directed and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art and examining art in historical and cultural contexts will be conducted. Maintaining an artistic journal is required. *Prerequisite: Demonstrated Proficiency in Intermediate and Teacher Recommendation*

Advanced Visual Arts*
This course focus is the development of a personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students will be expected to exhibit their portfolio. *Prerequisite: Demonstrated Proficiency in Proficient and Teacher Recommendation*

CONTEMPORARY CRAFT & DESIGN

Beginning Contemporary Craft and Design
This course is an introductory survey of the creation of Contemporary Craft related objects in paper, fiber, textiles, clay, jewelry, and mixed media. Students investigate the role of design in objects. Emphasis is on the use of Elements and Principles in work created by the student. Students will explore the context of craft in our world and begin to develop critical responses. Students will create and maintain an artistic journal. Projects are defined by the teacher. *Prerequisite: None*

Intermediate Contemporary Craft and Design
This course design is the continuation in the study of Contemporary Crafts in paper, fiber and textiles, clay, jewelry, and mixed media. Emphasis is placed on critical thinking and development of problem-solving skills. While projects are still defined by the teacher, students will begin to take a more personal approach in their crafts artwork. Conducting critiques, evaluating works of art, and examining the economics of crafts is explored. Students

will maintain an artistic journal and learn the process of maintaining a portfolio. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation*

Proficient Contemporary Crafts and Design*
This course is a continuation of study and experience in Contemporary Crafts processes. Students will be required to maintain a portfolio of Crafts work that showcases technical skill and personal style. Students should be self-directed and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art and examining the relationships between contemporary craft, traditional craft and cultures will be conducted. Maintaining an artistic journal is required. *Prerequisite: Demonstrated Proficiency in Intermediate and Teacher Recommendation*

Advanced Contemporary Craft and Design*
This course focus is the development of a personal voice and aesthetic in creating Contemporary Crafts. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students must exhibit their portfolio. *Prerequisite: Demonstrated Proficiency in Proficient and Teacher Recommendation*

CERAMICS

Beginning Ceramics
This course is an introductory survey of clay and its position and purpose in art. Students will learn hand-building techniques with low-fire clay. Emphasis is on the use and application of design vocabulary and on the use of Elements and Principles in work created by the student. Students will explore the context of ceramics in our world and begin to develop critical responses. Students will create and maintain an artistic journal. *Prerequisite: None*

Intermediate Ceramics
This course is a continuation of skill development in ceramic techniques. Student will create more complex artworks and begin the study of glazing. While projects are still defined by the teacher, students will be responsible for taking a personal approach to their work. Conducting critiques, evaluating works of art, and examining the economics of ceramics is explored. Students will maintain an artistic journal and learn the process of maintaining a portfolio. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation*

Proficient Ceramics*
This course is a continuation of study and experience in low-fire ceramics. Students will create a portfolio of ceramic work that showcases technical skill and personal style. Glazing and firing techniques will be investigated. The processes of critiquing, evaluating works of art and examining ceramics in a cultural and historical context will be conducted. Maintaining an artistic journal is required. *Prerequisite: Demonstrated Proficiency in Intermediate and Teacher Recommendation*

Advanced Ceramics*
This course focus is the development of a personal voice and aesthetic in creating ceramic art. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students will be expected to exhibit their art. *Prerequisite: Demonstrated Proficiency in Proficient and Teacher Recommendation*.

PHOTOGRAPHY

Beginning Photography
Students will learn the basic techniques of photography. This will include the use of a manual SLR 35mm film camera and the darkroom. Concern for the basic principles of design and composition elements will be stressed. Students will learn to apply creative problem solving methods as they are introduced to processing, printing and photographing in the studio. Students will explore the context of photography in our world and begin to develop critical responses. *Prerequisite: None*

Intermediate Photography
Students will enhance their creativity and visual perception through the process of photography. Students acquire and use an in depth knowledge of photographic equipment, films and specialized processes. Concrete and concept themes will be introduced. Conducting critiques, evaluating works of art, and examining photography and its relationship to other art forms are explored. Students will learn the process of maintaining a portfolio. *Prerequisite: Demonstrated Proficiency and Teacher Recommendation*

Proficient Photography *
Building on Beginning and Intermediate photography, students will continue to acquire and use an in depth knowledge of photographic equipment, films and specialized processes. Students will set goals and devise means for achieving these goals in a directed studio situation. The processes of critiquing, evaluating works of art and examining photography and its relationship to cultures will be conducted. Students will be expected to maintain a portfolio and artistic journal. *Prerequisite: Demonstrated Proficiency in Intermediate and Teacher Recommendation*

Advanced Photography *
This course focus is the development of a personal voice and aesthetic in creating a photographic body of work reflects personal choices and growth over time as an artist. Students will engage in personal and peer; formal and informal; oral and written critiques. Students will be expected to exhibit their portfolio. Maintaining an artistic journal which includes the student's artistic statement and reflection is required *Prerequisite: Demonstrated Proficiency in Proficient and Teacher Recommendation*

ART HISTORY

Art History (Proficient*)
This course is designed for the study of architecture, sculpture, painting, drawing, printmaking and other art forms within historical and cultural contexts. Students will examine concepts, themes, and styles in art. Students will learn how to analyze and critique art based on established criteria. Reading and writing skills are emphasized. *Prerequisite: None*

AP Art History
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 expressions of the past and from different cultures, as well as, those of a more contemporary time and environment. Students must possess a high degree of skill in reading, writing, speaking and listening to meet college standards. *Prerequisite: None, but study of Art through an Art History course or Visual Arts course is recommended prior to taking this course. This course is partially aligned with AP World History.*

AP STUDIO COURSES

AP Studio Art Drawing
This course follows the outline as provided by the Advanced Placement Program. Students will develop an advanced drawing technique portfolio which contains quality, breadth, and concentration sections. Students at this level will be required to exhibit their art at the end of course. *Prerequisite: Visual Arts Proficient and Teacher Recommendation*.

AP Studio Art 2-D Design
This course follows the outline as provided by the Advanced Placement Program. . Students will develop an advanced technique portfolio which contains quality, breadth, and concentration sections. 2-D Portfolios may be accomplished through a variety of processes and techniques learned in Photography, Contemporary Craft and Design, and Visual Arts. Students at this level will be required to exhibit their art at the end of course. *Prerequisite: Teacher Recommendation and Visual Arts Proficient, Photography Proficient, or Contemporary Craft and Design Proficient.*

AP Studio 3-D Design
This course follows the outline as provided by the Advanced Placement Program. . Students will develop an advanced technique portfolio which contains quality, breadth, and concentration sections. 3-D Portfolios may be accomplished through a variety of processes and techniques learned in Ceramics, Contemporary Craft and Design, and Visual Arts. Students at this level will be required to exhibit their art at the end of course. *Prerequisite: Teacher Recommendation and Visual Arts Proficient, Ceramics Proficient, or Contemporary Craft and Design Proficient.*

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

***These courses are also available through NCVPS.**

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
In order to develop a keen understanding of the art of filmmaking, students will analyze film from a literary perspective but also from a cinematic perspective.

Sheltered Instruction (SIOP) English Language Arts Courses
Sheltered Instruction promotes academic achievement for English learners by providing grade-level, content area concepts while simultaneously developing English language proficiency. Sheltered Instruction components include: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. English Language Learners can enroll in SIOP English Language Arts courses taught by highly qualified English Language Arts teachers.

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 & Technology
Students learn and use information and technology skills to actively contribute to the library's operation by providing services to library users, including circulation, readers' advisory, technology guidance and troubleshooting, and assisting with access and use of appropriate print and electronic resources.

ENGLISH LANGUAGE DEVELOPMENT		
NOVICE	INTERMEDIATE	ADVANCED
ELD 9 Novice	ELD 9 Intermediate	ELD9 Advanced
ELD 10 Novice	ELD 10 Intermediate	ELD 10 Advanced
ELD 11 Novice	ELD 11 Intermediate	ELD 11 Advanced
ELD 12 Novice	ELD 12 Intermediate	ELD 12 Advanced

ENGLISH LANGUAGE ARTS		
NOVICE	INTERMEDIATE	ADVANCED
English I ESL Novice	English I ESL Intermediate	English I ESL Advanced
English II ESL Novice	English II ESL Intermediate	English II ESL Advanced
English III ESL Novice	English III ESL Intermediate	English III ESL Advanced
English IV ESL Novice	English IV ESL Intermediate	English IV ESL Advanced

SHELTERED INSTRUCTION LANGUAGE LAB		
NOVICE	INTERMEDIATE	ADVANCED
SIOP Language Lab I Novice	SIOP Language Lab I Intermediate	SIOP Language Lab I Advanced
SIOP Language Lab II Novice	SIOP Language Lab II Intermediate	SIOP Language Lab II Advanced
SIOP Language Lab II Novice	SIOP Language Lab III Intermediate	SIOP Language Lab III Advanced
SIOP Language Lab IV Novice	SIOP Language Lab IV Intermediate	SIOP Language Lab IV Advanced

ENGLISH AS A SECOND LANGUAGE COURSES FOR HIGH SCHOOL

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. English Language Development courses may be scheduled as companion courses with core content and SIOP courses. Students are placed in the correct program of study according to English Language Proficiency as established by the ACCESS or W-APT test, transcripts, educational background and teacher recommendations. Parents please communicate with school counselors regarding student course placement.

English Language Development Courses (ELD)

Students are grouped by English proficiency into Novice, Intermediate, or Advanced English Language Development courses. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop listening, speaking, reading and writing skills in English.

ESL LANGUAGE ARTS COURSES

Students are grouped by English proficiency into Novice, Intermediate, and Advanced ESL/English Language Arts courses. These courses are instructed by highly qualified teachers with dual certification in ESL and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA Standards Framework. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

Sheltered Instruction Language Lab Courses

Students are grouped by English Language proficiency into Novice, Intermediate, and Advanced Language Lab. These courses are instructed by highly qualified ESL Teachers. Small group instruction follows the North Carolina WIDA Standards Framework to develop academic vocabulary and content literacy in core academic classes such as Math, Social Studies, and Science.

SHELTERED INSTRUCTION (SIOP) COURSES

Sheltered Instruction promotes academic achievement for English Learners by providing grade-level, content-area concept 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.

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

**These courses are also available through NCVPS.*
– 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*

/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. *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 2013-2014 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.
- 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.
- A rising 9th grade student coming from a K-8 World Languages immersion program may have earned two credits in a world language course during middle school, and may continue their sequence in honors world language courses.

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

***These courses are also available through NCVPS.**

- *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

Healthful Living

The mission of the Health and Physical Education Department is to foster and promote an understanding of the fundamental skills and relevant principles of health education and physical education in all CMS students. Students will develop a respect and appreciation for the multiple benefits of lifelong adherence to a physically active and healthy lifestyle through engaging health education and physical education instruction.

Students will meet the high school CPR graduation requirement through prior completion of the eighth grade health education portion of the healthful living course or remediation in the CPR standard. CPR remediation requires two components. The student will 1) complete the course, print the online documentation of course completion; and 2) have a certified physical education/health teacher approve the completion, and return the document to the your home school's registrar to add to transcript.

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 life long skills for participation in a physically 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 I, 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 course is designed to for students to meet and exceed their expectations for understanding, applying and testing fitness concepts. These fitness concepts are centered around both health-related and skill-related fitness instruction. Instruction includes the development of individualized student fitness plans while utilizing research and evidence based methods to give students the best opportunity to achieve and maintain optimal health and learning.

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
- Vollyball/Triples VB/Softball PEA07
- Flag Football/Rugby/Soccer PEA08
- Racket Sports (tennis, table tennis, badminton) PEA09

Sports Medicine 1

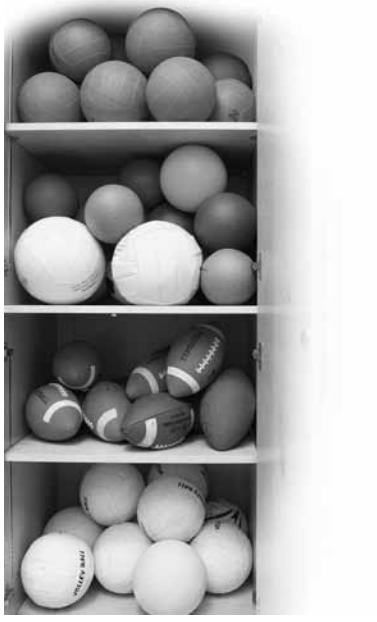
The learner will develop knowledge and understanding of basic anatomy, physiology, kinesiology, and sport and fitness industry consumerism. Students will interpret performance data and design fitness plans to enhance sport performance and prevent injuries. Students will demonstrate competence in CPR,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

***These courses are also available through NCVPS.**

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 / Algebra I	Foundations of Geometry / Geometry	Foundations of Advanced Algebra / Algebra 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*

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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Sheltered Instruction (SIOP) Math Courses

Sheltered Instruction promotes academic achievement for English learners by providing grade-level, content-area concepts while simultaneously developing English academic language proficiency. Teachers using Sheltered Instruction use strategies such as building students' background knowledge, interactive activities, and teaching students' strategies for learning language. English Language Learners can enroll in SIOP Math courses taught by highly qualified Math teachers. Please contact your counselor for specific course offerings.

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 Physics Honors AP Chemistry (2 periods) AP Physics B or C (2 periods)*	**These courses do not fulfill graduation requirements.** Greenhouse Biology Anatomy and Physiology Honors Astronomy Oceanography / Marine Science Forensic Science Honors

***These courses are also available through NCVPS.**

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,
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. This is a science elective course and is not required for graduation credit.

OCEANOGRAPHY/MARINE SCIENCE
Emphasizes the interrelationships of physical geography, chemistry, geology and biological studies in the ocean environment. This is a science elective course and is not required for graduation credit.

Biological Sciences

BIOLOGY I, BIOLOGY I HONORS, IBMYP BIOLOGY
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 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. This is a science elective course and is not required for graduation credit.

FORENSIC SCIENCE HONORS
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. This is a science elective course and is not required for graduation credit.

GREENHOUSE BIOLOGY
The overview study of plant structure and function. In the course, students learn 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, or can be paired with Biology on an A/B day schedule. 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, 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, 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 a 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 -1 PERIOD
This laboratory-based science class emphasizes the application of scientific concepts to the understanding and solution of environmental problems. 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 - 2 PERIODS
This laboratory-based course is a calculus based college course emphasizing mechanics, electricity and magnetism. *Prerequisites: Calculus and Physics*
This is a science elective course and is not required for graduation credit.

Sheltered Instruction (SIOP) Science Courses

Sheltered Instruction promotes academic achievement for English learners by providing grade-level, content-area concepts while simultaneously developing English academic language proficiency. Teachers using Sheltered Instruction use strategies such as building students' background knowledge, interactive activities, and teaching students' strategies for learning language. English Language Learners can enroll in SIOP Science courses taught by highly qualified Science teachers. Please contact your counselor for specific course offerings.

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. *Prerequisites: Biology I, Chemistry I*

Chemistry AP (2 periods)
Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of chemistry. *Prerequisites: Biology I, Chemistry I*

Physics B AP (2 periods)
Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of physics. Non-calculus based course. *Prerequisite: Alegbra II*

Physics C AP (2 periods)
Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of physics. Calculus based course. *Prerequisites: Calculus, Physics*

Environmental Science AP (1 period)
Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing environment of earth.
Prerequisites: 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

Required Courses:	Elective Courses (NCSCOS - 2006):	Elective Courses (Essential Standards - 2012):	AP Elective Courses
World History*, Honors World History or AP 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:	African-American Studies* Contemporary Law & Justice Contemporary Issues in NC History **Locally Developed Electives** Middle East History 21st Century Leadership	Psychology* Sociology The Cold War Twentieth Century Civil Liberties, Civil Rights Turning Points in American History 21st Century Global Geography World Humanities American Humanities	AP Economics AP European History* AP Government* AP Psychology* AP Human Geography*

***These courses are also available through NCVPS.**

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

America's development from the Washington Administration to the modern age is explored in this survey course. It will provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course is for those 9th grade entrants prior to August 2012.

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*

Sheltered Instruction (SIOP) Social Studies Courses

Sheltered Instruction promotes academic achievement for English learners by providing grade-level, content-area concepts while simultaneously developing English academic language proficiency. Teachers using Sheltered Instruction use strategies such as building students' background knowledge, interactive activities, and teaching students' strategies for learning language. English Language Learners can enroll in SIOP Social Studies courses taught by highly qualified Social Studies teachers. Please contact your counselor for course offering specifics.

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.

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.

LOCALLY DEVELOPED ELECTIVES

Middle East History

This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Using primary and secondary source documents, students will expand their knowledge of social, political, economic, culture, and government in the Middle East. Topics include the ancient civilizations, the rise of Islam, the Caliphate period, the Crusades, the Ottoman Empire, Imperialism, Nationalism, and Islamic Fundamentalism. Students will deepen their understanding by analyzing the key political, socioeconomic, and cultural developments that have shaped the Middle East.

21st Century Leadership

This student leadership course is designed to provide high school students, who are elected to serve in their school's student council with an opportunity to enhance their personal leadership skills in actual situations in their school and community. The design is to assist students in examining the effort and attitudes needed to take personal ownership of their school and surroundings. By analyzing past and present ideas of leadership, students will be able to better understand the ongoing process and difficulties inherent in various historic leadership roles. Intended for student classified as Sophomores, Juniors, or Seniors.

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.

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.

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 Marketing Scientific and Technical Visualization II
		Complementary/Cross Curricular Courses	
		AP Art History AP Language & Composition AP Literature & Composition AP Studio Art	Career and College Promise IB English IB Art & Design
		CAREER & COLLEGE PROMISE	
		CORE 44	**CTE**
		Humanities and Social Science Engineering and Mathematics	Business Operations Interior Design Simulation and Game Development Flexographic Print Graphic Print Production

***These courses are also available through NCVPS.**

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 courses 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. English languages arts and social studies are reinforced. *Prerequisite: Marketing OR Principles of Business and 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 Network Engineering Technology I & II SAS Programming I* & II* Strategic Marketing Marketing Marketing Management
		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
		Career & College Promise	
		CORE 44	**CTE**
		Business and Economics Engineering and Mathematics Humanities and Social Sciences	Business Operations Simulation and Game Development

***These courses are also available through NCVPS.**

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. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced.

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. English language arts and math are reinforced.
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. Social studies and English language arts are reinforced. *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. English language arts are reinforced. *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. English language arts, mathematics, and science are reinforced.

Computer Engineering Technology II
This course includes basic computer operating systems, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. This course helps prepare students for the CompTIA A+ credential. *Prerequisite: Computer Engineering Technology I*

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. Mathematics is reinforced. *Prerequisite: Programming 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

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. Art is reinforced.
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. Arts and English language arts are reinforced.
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. English language arts & social studies are reinforced. *Prerequisite: Marketing or Principles of Business & 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. English language arts and social studies are reinforced. *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. Mathematics is reinforced.

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*

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. Communication skills and critical thinking are reinforced through software applications.

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. English language arts, social studies and mathematics are reinforced.

<table>
<tr><th>CAREER FIELD</th><th>INITIAL COURSE</th><th colspan="3">CAREER FIELD COURSES</th></tr>
<tr><td rowspan="11">Design, Engineering & Architecture Professions</td><td rowspan="11">PLTW – Introduction to Engineering Design</td><td colspan="2">Automotive Brakes
Automotive Computer System Diagnostics
Automotive Electrical
Automotive Electrical Advanced
Automotive Service
Carpentry I & II
CTE Advanced Studies
Drafting I
Drafting II – Architectural
Interior Applications</td><td>Interior Design I & II
PLTW – Biotechnical Engineering
Marketing
Marketing Management
PLTW – Civil Engineering & Architecture
PLTW – Computer Integrated Manufacturing
PLTW – Digital Electronics
PLTW – Principles of Engineering
PLTW – Engineering, Design & Development
Scientific and Technical Visualization I & II
Principles of Business & Finance
Strategic Marketing</td></tr>
<tr><td colspan="3">Complementary/Cross Curricular Courses</td></tr>
<tr><td colspan="2">AP Economics
AP Language & Composition
AP Statistics
Career and College Promise</td><td>IB Computer Studies
IB Economics HL
IB Psychology
IB English HL</td></tr>
<tr><td colspan="3">Career & College Promise</td></tr>
<tr><td colspan="2">CORE 44</td><td colspan="2">CTE</td></tr>
<tr><td colspan="2">Business and Economics
Engineering and Mathematics
Humanities and Social Science</td><td>Automotive Systems Technology
Civil Engineering Technology
Collision, Repair and Refinishing Technology
Computer Integrated Machining
Construction Supervision</td><td>Electrical Engineering Technology
Interior Design
Introduction to Energy Mechatronics Engineering Technology
Residential Architectural Technology</td></tr>
</table>

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. *Prerequisite: Automotive Service*

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. *Prerequisite: Automotive Service*

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 Applications
This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. Art and mathematics are reinforced. *Prerequisite: Interior Design I and Interior Design II.*

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 Principles of Engineering*

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. *Prerequisite: 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.

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	CTE Advanced Studies 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
		Career & College Promise	
		CORE 44	**CTE**
		Humanities and Social Sciences Life and Health Sciences	Medical Assisting

HEALTH PROFESSIONS 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*

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 btody 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 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*

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*

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 Hospitality Operations	International Marketing Introduction to Culinary Arts & Hospitality Marketing Parenting and Child Development 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

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

<table>
<tr><th>CAREER FIELD</th><th>INITIAL COURSE</th><th colspan="2">CAREER FIELD COURSES</th></tr>
<tr><td rowspan="11">Natural Resources/ Agricultural Professions</td><td rowspan="11">Biology I

OR

Earth/ Environmental Science</td><td>CTE Advanced Studies
Environmental & Natural Resources I & II
Foods I</td><td>Foods II - Enterprise
Horticulture I & II
Horticulture II – Landscaping</td></tr>
<tr><td colspan="2">Complementary/Cross Curricular Courses</td></tr>
<tr><td>AP Biology
AP Chemistry
AP Language and Composition
AP Psychology
Career and College Promise</td><td>IB English HL
IB Biology HL
IB Chemistry HL
IB Psychology</td></tr>
<tr><td colspan="2">CAREER & COLLEGE PROMISE</td></tr>
<tr><td>CORE 44</td><td>CTE</td></tr>
<tr><td>Engineering and Mathematics
Life and Health Sciences</td><td>Introduction to Horticulture
Surveying Technology</td></tr>
</table>

Exceptional Children Programs

English
Extended English-Language Arts 9
Extended English-Language Arts 10
Extended English-Language Arts 11
Extended English-Language Arts 12
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
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
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
Exploring Careers I
Exploring Careers II
Personal Living I
Personal Living II
Career Experience I
Career Experience II
Life Skills
Job Training
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

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 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
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. *Prerequisite: Horticulture I*

EXCEPTIONAL CHILDREN COURSE DESCRIPTIONS

English
Progression of instruction in reading, writing, speaking, listening skills, reading comprehension, and 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, and 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 AND 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, 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
This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: core content assistance, learning strategies, and/or instructional support.

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 & Diving - Men's	Tennis - Men's
Soccer-Men's Varsity	Swimming & Diving - Women's	Track - Men's
Tennis-Women's	Wrestling	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 (not limited to)

- Must adhere to all North Carolina High School Athletic Association (NCHSAA) and CMS athletic eligibility regulations.
- Must sign all NCHSAA and CMS required athletic eligibility participation forms.
- Must provide proof of medical or accident insurance.
- Must pay the participation fee ($100 per sport season) or meet waiver criteria prior to the first contest in each sport season.
- Student-athlete must receive a health screening each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant.
- Must attend a required pre-season meeting at the school prior to sport season (fall, winter and/or spring).
- 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 student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.

Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail." This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will not help to improve a 2nd semester GPA that is below a 2.0. Credits are awarded for passing these courses. So a credit earned in a credit recovery course will count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements.

Summer school classes taken outside CMS can help athletic GPA ("the 2.0 rule"), pass count and promotion if the class is repeated for a failed year course. The summer school class must be approved by school principal prior to enrolling.

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 the10th 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.

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

Charlotte-Mecklenburg Schools

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

NOTE: We suggest students and parents or guardians keep this handbook throughout the remainder of a student's attendance in a Charlotte-Mecklenburg school since the requirements that will have to be met for graduation are listed here.

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes.

Every Child. Every Day. For a Better Tomorrow.