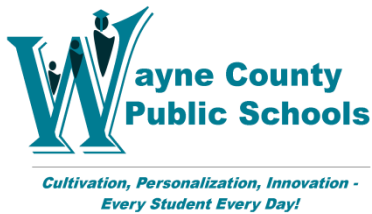


Charles B. Aycock HS

9th Grade REGISTRATION PLANNING GUIDE

2021 – 2022

(This is a revised version of the WCPS HS Registration Planning Guide for rising 9th grade students at CBA HS.
The original guide can be viewed in its entirety at waynecountyschools.org/StudentsResources.aspx)



Superintendent's Message

Interim Superintendent

Dr. David A. Lewis

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Wayne County Public Schools remains steadfast in its commitment to providing students a rigorous academic program that will prepare them for college, military service, and/or the workforce. In preparing for the 2021-2022 school year, it is important that students take advantage of the many academic courses and opportunities that are available to them.

We want course registration to be an exciting process. Because all of our high schools offer a broad range of academic options, I would encourage students and families to thoroughly review this registration planning guide together, and seek guidance from school staff if they have any questions about course offerings. As always, our school counselors are available to assist students and families with the registration process in order for informed decisions to be made.

On behalf of Wayne County Public Schools and each of our high schools, I wish every student much success in the coming school year!

With regards,

Dr. David A. Lewis, Interim Superintendent
Wayne County Public Schools

TABLE OF CONTENTS

High School Directory	3
Special Notices	3
General Information	
Graduation Requirements	4
Promotion Requirements	5
Grading System.....	5
Academic Recognition	5
Credit by Demonstrated Mastery	6
Attendance	7
NC Assessments/Final Exams	7
Transfer Credit.....	7
UNC System Minimum Admissions Requirements	8
Driver’s Eligibility	8
Athletic Eligibility	9
Schedule Changes.....	9
Alternative Programs of Study	
Academically/Intellectually Gifted Services.....	9
Advanced Placement Program	9
Credit Recovery	9
Dual Enrollment/Career and College Promise.....	10
Early/Mid-Year Graduation.....	11
Exceptional Children’s Services	11
GED Program/Basic Skills.....	11
High School Career Academies	11
Non-Traditional High Schools	11
North Carolina Virtual Public School	12
Repeat a Course for Credit	12
Course Descriptions	
Arts Education	13
Career & Technical Education.....	14
English/Language Arts	19
Healthful Living & Physical Education.....	20
JROTC.....	20
Mathematics.....	21
Science.....	22
Social Studies	22
Special Education (Occupational Course of Study).....	22
World Languages/English as a Second Language	24
Appendix A - Grade Level Check List	26
Appendix B - Four Year Graduation Plan / Occupational Prep Course of Study	27
Appendix C - Wayne County Public Schools Career Clusters	28

High School Directory

Charles B. Aycock High School
5460 U.S. 117 North
Pikeville, NC 27863
919-242-3400

Eastern Wayne High School
1135 E. New Hope Road
Goldsboro, NC 27534
919-751-7120

Goldsboro High School
901 E. Beech Street
Goldsboro, NC 27530
919-731-5930

Rosewood High School
900 Rosewood Road
Goldsboro, NC 27530
919-705-6050

Southern Wayne High School
124 Walter Fulcher Road
Dudley, NC 28333
919-705-6060

Spring Creek High School
4340 Indian Springs Road
Seven Springs, NC 28578
919-751-7160

Wayne Middle/High Academy
801 N. Lionel Street
Goldsboro, NC 27530
919-580-3609

Wayne Early/Middle College High School
3000 Wayne Memorial Drive
Goldsboro, NC 27534
919-739-7070

**Wayne School of Engineering @
Goldsboro High School**
700 N. Herman Street
Goldsboro, NC 27530
919-734-0070

Special Notices

Wayne County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons who are located at 2001 East Royall Avenue, Goldsboro, NC, 27533 and who can be reached at phone number (919) 731-5900 have been designated to handle inquiries regarding non-discrimination policies:

- ◆ Dr. Tim Harrell, Title IX Coordinator (Sex Discrimination/Sexual Harassment)
- ◆ Ms. Gail Sasser, Section 504/Handicapped Coordinator/Homebound Coordinator
- ◆ Dr. Yvette Mason, Title VI Coordinator (Race/National Origin Discrimination)

All educational programs in Wayne County Public Schools are offered without regard to race, creed, color, national origin, sex, disadvantage or handicap. All Career and Technical Education programs in Wayne County Public Schools are offered without regard to race, creed, color, national origin, sex, disadvantage or handicap. WCPS provides educational opportunities and follows procedures according to the Interstate Compact on educational opportunities for military children.

Policies and administrative regulations change frequently.

The online version of this registration planning guide can be found at www.waynecountyschools.org.

The online registration planning guide will be updated as changes occur.

It is the student's responsibility to ensure that their educational program meets requirements.

**Not all of the courses referenced in this planning guide are available at every high school.
Refer to your high school's course selection sheet to determine class availability.**

Military Child Education

Wayne County Public Schools works to ensure successful transitions and on-time graduation for military connected students. Transcript evaluation, course credits and course placement are vital to a high school student's transition. *The Interstate Compact on Educational Opportunity for Military Children (mic3.net)* provides consistent policy to address key educational issues encountered by military families including enrollment, placement, attendance, eligibility and graduation. For more information or questions regarding Military Child Education, visit www.waynecountyschools.org or contact Jamie Livengood, Military Liaison Counselor, jamielivengood@wcps.org.

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Graduation Requirements

CONTENT AREA	FUTURE-READY CORE DIPLOMA	OCCUPATIONAL Course of Study Diploma (select IEP students)
English	4 Credits English I, II, III, and IV	4 Credits English I, II, III, and IV
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3 (OR Algebra I, Geometry, Algebra II) <i>plus</i> a fourth math course aligned with the student's post high school plans	3 Credits Introduction to Mathematics NC Math 1 Financial Management
Science	3 Credits Earth/Environmental Science; Biology; and a physical science (either Physical Science, Chemistry, or Physics)	2 Credits Applied Science Biology
Social Studies	4 Credits <i>Entering 9th Grade in 2020-2021 or after:</i> World History; a founding principles course (American History: Founding Principles, Civics and Economics <u>OR</u> Founding Principles of the United States of America and North Carolina: Civic Literacy); an American History course (American History I, American History II, <u>OR</u> American History); Economics and Personal Finance	2 Credits <i>Entering 9th Grade in 2020-2021 or after:</i> a founding principles course (American History: Founding Principles, Civics and Economics <u>OR</u> Founding Principles of the United States of America and North Carolina: Civic Literacy); Economics and Personal Finance
World (Second) Language	Not Required for high school graduation (but, 2 credits in the same language is required to meet minimum application requirements for UNC system)	Not Required
Health and Physical Education	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction
Electives or other requirements	10 – 12 Credits: (depending on school year entering 9th Grade) 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Language 4 elective credits (four course concentration) from one of the following is strongly recommended: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. Dance, Music, Theater Arts, Visual Arts) – Any other subject area (e.g. Social Studies, Science, Mathematics, English) 4 additional electives from any area – entered 9th Grade in 2017, 2018, 2019, or 2020 6 additional electives from any area – entered 9th Grade in 2021 or after	10 Credits: 6 Occupational Preparation Credits: Occupational Preparation I, II, III, and IV (including the completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment) 4 Credits: Career and Technical Education electives Students graduating in or after 2015 are required to successfully complete CPR instructions as outlined in NCGS 115c-81 (el).
Total	26 Credits – entered 9th Grade between 2017 - 2020 28 Credits – entered 9th Grade in 2021 or after	22 credits + presentation of Career Portfolio and completion of IEP objectives

Promotion Requirements

- ◆ Promotion to 10th Grade: student must have earned 6 credits
- ◆ Promotion to 11th Grade: student must have earned 13 credits
- ◆ Promotion to 12th Grade: student must have earned 20 credits

Grading System

Students in grades 9-12 earn quality points based on course level designation. The following course levels are now in Wayne County Public Schools: S (Standard Level); H (Honors Level); AP (Advanced Placement). Grades and the corresponding quality points are shown below for the 3 different levels of courses offered.

Students entering 9th Grade in the 2015-2016 school year (and beyond)

Letter Grade	Numerical Grade	Standard	Honors	Advanced Placement/ College Transfer
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	59 and below	0	0	0

Course Credit

In order to receive credit for courses, a student must achieve a passing grade (60 or greater) as the final course average. Final exams in courses with EOCs and teacher-made exams will count as 20% of the final grade. The end-of-semester Career and Technical Education State Assessments will also count as 20% of the final grade. Any student taking an Advanced Placement course must take the AP Exam in order to receive course credit. The AP Exam is not the final exam for an Advanced Placement Course.

Unweighted GPA

A GPA that does not include extra quality points for courses that are taught at a more rigorous academic level than a standard course.

Weighted GPA

A GPA that includes extra quality points for courses taught at a more rigorous academic level such as honors (+.5 quality point) and advanced placement (+1 quality point) courses. This is also known as the QPA or Quality Point Average.

Academic Recognition

Honor Roll

- Principal's List: A student must have all A's in all courses.
- "A" Honor Roll: A student must have an overall grade average of 90.0 with no grade below 80.
- "B" Honor Roll: A student must have an overall grade average of 80.0 with no grade below 70.
- 80 Average: A grade average of 79.4445 or above.
- 90 Average: A grade average of 89.4445 or above.

Class Rank

The weighted GPA will be used to determine class rank. In cases where students have an identical weighted GPA, multiple students shall be designated, in alphabetical order by last name, for the same class rank number.

Designation of Latin Honors

Beginning with the Class of 2019, qualified students may earn Latin Honors (e.g., Cum Laude, Magna Cum Laude, Summa Cum Laude). Students may earn the following Latin Honors by attaining the associated Weighted GPA for each honor:

- Cum Laude Graduate = Weighted GPA of 3.75 to 3.99 (on the 4.0 scale);
- Magna Cum Laude Graduate = Weighted GPA of 4.0 to 4.24 (on the 4.0 scale); or
- Summa Cum Laude Graduate = Weighted GPA of 4.25 or higher (on the 4.0 scale).

Latin Honors will be determined at the end of the 4th grading period for all students. Corresponding stickers will be affixed to students' diplomas, and recognition will be made when students' names are called at graduation.

Honor Graduates

A student must maintain an unweighted GPA of 3.25 or higher through the end of their senior year to be an honor graduate. Initial determination of Honor Graduate status, for the purpose of awards, will be made at the end of the 2nd grading period. Final calculations will be made at the end of the 4th grading period, in order to verify that Honor Graduate qualifications have been met for graduation. Other students earning honor graduate status by the end of their senior year may be notified prior to graduation but will not be recognized at Awards Night nor will their names appear on the commencement program due to advanced preparation for these events.

Marshals

The top 7% of the students in the junior class will serve as Marshals each year. Using the weighted GPA scale, computation for Marshals will be made at the end of the first semester of the junior year. The highest ranked weighted GPA in the junior class will be designated Chief Marshal with the second highest weighted GPA being designated the Assistant Chief Marshal. Ties are broken by using the unweighted Grade Point Average. In cases where students have identical Unweighted Grade Point Averages, more than 7% of the students in the junior class may serve as marshals.

National Honor Society

Students in the 10th, 11th, and 12th grades must have a weighted GPA of 3.5 or higher at the time of computation to be considered for induction. Other factors considered for induction are service to the school and community, character, and leadership. Students must have attended their high school for one full semester prior to being considered for induction. New members are considered for membership following the third grading period of each academic year. A student must maintain a weighted GPA of 3.5 or higher, participate in chapter and individual service projects, and maintain a clean discipline record in order to maintain membership in NHS.

National Technical Honor Society

Induction in the National Technical Honor Society is available to students who excel in Career and Technical Education courses. Other factors considered for induction are service to the school and community, character, attendance, and disciplinary records. New members are inducted each academic school year.

North Carolina Academic Scholars Endorsement

Students who complete the requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Initial determination of North Carolina Academic Scholars Endorsement status will be made at the end of the 2nd grading period, and final calculations will be made at the end of the 4th grading period. **Students must have a cumulative unweighted GPA of at least 3.5, in addition to the following course requirements:**

English	English I, II, III, and IV	4 credits
Mathematics	NC Math 1, NC Math 2, NC Math 3 (or their equivalents), and a higher level math course with NC Math 3 as a prerequisite	4 credits
Science	Earth/Environmental Science, Biology, and either Chemistry or Physics	3 credits
Social Studies	Students entering 9 th Grade in 2012-13 or later shall complete four course credits of social studies. (World History; a founding principles course; at least one American History course (<i>depending on year entering 9th Grade</i>); and Economics and Personal Finance (<i>entering 9th Grade 2020-21 or after</i>))	4 credits
Second Language	Two course credits of a world language (other than English)	2 credits
Healthful Living	Health and Physical Education	1 credit
Electives	The student shall complete four elective credits in any <u>one</u> subject area, such as: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area	4 credits
High Level Courses	At least three higher-level courses during junior and/or senior years which carry quality points such as: Advanced Placement; International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; Honors level courses; or Project Lead the Way courses	3 credits

Credit by Demonstrated Mastery (CDM)

Credit by Demonstrated Mastery (CDM) is the process by which a student may be awarded credit in a particular course without completing classroom instruction for a certain amount of seat time. The CDM process will consist of a student scoring mastery on a specific exam and completing a required artifact that shows mastery of the course content. A student must begin the CDM process the semester before the next course in the sequence is to be delivered. If a student does not meet the requirements of CDM, they must register and take the course that was challenged. Students and families must speak with the school CDM team or its representative to begin the application process.

Attendance

There is no substitute for the uninterrupted personal contact between teachers and students in the classroom environment, where learning experiences are carefully planned by the teachers. Even though students may make up class work missed because of absences, they may never be able to replace the educational, cultural, and social contacts they would have experienced through face-

to-face instruction and class participation. Students with regular and consistent attendance generally achieve higher levels of learning than those with poor attendance.

The primary responsibility for good school attendance lies with parents and guardians of students. Parents and guardians of students between the ages of 7 and 16 are legally responsible to ensure their children attend school. All students are expected to be in attendance every day throughout the school term unless temporarily excused by school officials. In accordance with the rules and regulations of the North Carolina State Board of Education, the following conditions shall constitute valid reasons for student absences:

- Illness or injury
- Quarantine
- Death in the immediate family
- Medical or dental appointments
- Court or administrative proceedings
- Religious observances
- Educational opportunity
- Absence due to deployment activities

If a student is expected to be confined to his home and/or hospital for an extended period of time due to injury, illness, or other disability, the child's parent/guardian should confer with a school counselor as soon as possible.

Attendance Requirements (Grades 9-12)

A grade 9-12 student is expected to attend school on every scheduled student day unless absent for lawful reasons. (Unlawful and unexcused absences are absences defined by the N. C. Compulsory Attendance law, and regulations adopted by the State Board of Education, as "a child's willful absence from school without the knowledge of the parent, or a child's absence from school without cause and knowledge of the parent." The term "unlawful absence" applies only to children between the ages of 7 and 16 who are subject to the Compulsory Attendance Law.) Any student who accumulates and exceeds 6 unlawful or unexcused absences for any course during a semester is in jeopardy of receiving a failing grade and receiving no credit for the course. Suspension or exclusion of students for misconduct may NOT be used for compulsory attendance violation actions.

NC Assessments & Final Exams

High school students must take all end-of-course (EOC) tests, and Career and Technical Education State Assessments required by the State Board of Education. The results of EOC tests, and CTE State Assessments will count as 20% of a student's final grade in each high school course for which there is an EOC test, or CTE State Assessment. In courses without a state assessment, the teacher-made final exam will also count as 20% of the student's final grade.

Transfer Credit

Students transferring into a Wayne County Public School System high school from another school, private or public, a home school, or an alternative school may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from a traditional WCPS school to another traditional WCPS school will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors or AP by the sending school.

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

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPS High School Program Planning Guide that was in effect the year the courses were taken.

Students re-entering a WCPS school after being long-term suspended, suspended for 365 days, or expelled from the Wayne County Public School System may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension while enrolled in a private school, an institution of higher education, or a home school program. The principal will review the student's record as provided by the sending school to determine if credit should be granted for the courses successfully completed.

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

UNC System Minimum Admissions Requirements

<https://www.northcarolina.edu/future-students/minimum-admission-requirements>

The University's System-wide minimum admission requirements are guidelines that help future students and University administrators determine if applicants are ready to meet the challenge of a four-year degree program, or if they might benefit from more preparatory work at a community college before transferring into the UNC System. As a mechanism for predicting student success, the UNC System's minimum admission requirements take into consideration three key measurements of students' previous achievement: high school courses, high school grade point average (GPA), and test scores. The benchmarks outlined below represent a system-wide minimum for admission. However, meeting these requirements does not guarantee admission to any specific university or program. Admission to individual institutions and to some academic programs within institutions may be more competitive and may demand additional requirements beyond the minimums listed below. Please check with each campus for additional information related to their specific admission requirements. ***(Refer to Appendix G for additional information on planning for college.)***

University of NC System Campuses

Appalachian State University	North Carolina State University	UNC Pembroke
East Carolina University	UNC Asheville	UNC Wilmington
Elizabeth City State University	North Carolina Central University	UNC School of the Arts
Fayetteville State University	UNC-Chapel Hill	Western Carolina University
North Carolina A&T State University	UNC Charlotte	Winston-Salem State University
North Carolina Central University	UNC Greensboro	NC School of Science & Mathematics

Minimum Course Requirements for First-Year, Incoming Freshmen:

Language (6 course units):

- 4 units in English emphasizing grammar, composition, and literature
- 2 units of a language other than English

Mathematics (4 course units) in any of the following combinations:

- NC Math I, NC Math II, NC Math III, and 1 unit beyond NC Math III
- Algebra I and II, Geometry, and 1 unit beyond Algebra II
- Algebra I and II, and 2 units beyond Algebra II

*The University strongly encourages future students to take at least one mathematics course unit in the 12th grade.

Science (3 course units):

- at least 1 unit in a life or biological science (for example, biology)
- at least 1 unit in physical science (for example, physical science, chemistry, physics)
- at least 1 laboratory course

Social Studies (2 course units):

- including one unit of American History

*Students who do not have the unit in U.S. history may be admitted on the condition that that they pass at least three semester hours in that subject by the end of the sophomore year.

GPA and Test Scores

Minimum entrance requirements are a minimum GPA of 2.5 and a combined Critical Reading and Math score of 880 on the SAT or a minimum composite score of 17 on the ACT.

Driver's Eligibility

Students must have a Driving Eligibility Certificate in order to receive a North Carolina driver's permit or license. The Division of Motor Vehicles will not issue a driver's permit or license without a Driving Eligibility Certificate. A student must pass 3 out of 4 courses the previous semester to be eligible to receive a Driving Eligibility Certificate. A student must continue to pass 3 out of 4 courses each semester in order to retain the permit or license. Academic performance will be evaluated at the end of each semester. The revocation of a student's driving permit or license will occur if a student does not maintain adequate academic progress (pass 3 of 4 courses) or drops out of school. Senate Bill 57 calls for the loss of driving privileges for students under the age of 18 who are given a 10 day or longer suspension and/or an assignment to an alternative educational setting.

Lose Control, Lose Your License

Effective July 1, 2000, GS-20-0 provides for the revocation of a driver's license or learner's permit for one year or for the denial of a driving eligibility certificate of a student who has been expelled, suspended for more than 10 days, or assigned to an alternative education setting for more than 10 days for committing one of the following offenses after the student's fourteenth birthday or during or after eighth grade:

- Possession or sale of alcohol or a controlled substance on school property or at a school-sponsored or school-related activity.
- Bringing, possession, or use of a weapon or firearm on school property.
- Assault on a teacher or other school personnel on school property or at a school-sponsored or school related activity.

Athletic Eligibility

To be eligible to participate in athletics, the athlete must meet rules of eligibility set by The North Carolina High School Athletic Association, Inc. including, but not limited to the following:

- ◆ Be a properly enrolled student at the time of participation.
- ◆ Be enrolled no later than the 15th day of the present semester.
- ◆ Be in regular attendance.
- ◆ Have been in attendance for at least 85% of the previous semester at an approved school.
- ◆ Not exceeded eight consecutive semesters of attendance or have participated more than four seasons in any sport since first entering 9th grade.
- ◆ Must be under 19 years of age as of August 31, 2021.
- ◆ Live with parents or legal guardian. (Reference the NC High School Athletic Association handbook for further clarification.)
- ◆ Live in the school attendance district.
- ◆ Have received a medical examination by a duly licensed physician, nurse practitioner, or physician's assistant within the previous 365 days.
- ◆ Have passed three (3) out of four (4) courses the previous semester.
- ◆ Having been promoted from 8th grade to 9th grade for the 2021 Spring Semester determines eligibility for athletics the first semester of the 9th grade.

Other eligibility restrictions may apply. Please contact your school's principal or athletic director for clarification as special situations or circumstances arise.

NCAA Initial-Eligibility Clearinghouse

The purpose of the NCAA Initial-Eligibility Clearinghouse is to determine the athletic eligibility of present high school seniors who wish to enroll as college freshman for the next school year at NCAA Division I and II institutions. The Clearinghouse determines freshman athletics eligibility using three components: core courses (specific academic courses), core course GPA, and SAT or ACT score. You must register and be certified by the NCAA Initial-Eligibility Clearinghouse if you intend to participate in college athletics. **YOU SHOULD REGISTER WITH THE CLEARINGHOUSE AT THE BEGINNING OF YOUR SENIOR YEAR.** NCAA Clearinghouse registration materials are available at www.ncaaclearinghouse.net.

Schedule Changes

Much time and planning is involved in student course selection and the creation of a master schedule that provides students with the best schedules possible to fit the course offerings at each school. Therefore, schedule changes will be limited following the completion of course registration. Courses may be added or dropped during the first three (3) days of each semester provided there is a valid reason and the course change is approved by parents, school counselor, and principal.

Alternative Programs of Study

Academically/Intellectually Gifted Services

Students identified at the secondary level are served in grades 9 and 10 through honors level courses and in grades 10, 11, and 12 through Advanced Placement courses. Emphasis is given to the four core curriculum areas: communication skills, social studies, math, and science. Identified students, along with other students, are offered these courses taught by certified teachers. Curriculum is expanded and augmented by student-oriented seminars, guest speakers, and field trips. The focus of the secondary program is on academic excellence, intellectual growth, and student achievement.

Advanced Placement Program

If you plan to continue your education at a four-year college or university and would like to earn college credits while still in high school, Advanced Placement courses are available in Science, Math, Social Studies, and English. Each course covers material the equivalent of a complete college course. The student who enrolls in an Advanced Placement course must take the AP Exam for that course as specified in the course description to receive AP credit.

To receive college credit: Students who earn a score of 3 or higher on the AP Exam will receive college credits at all UNC Institutions. Some private and out of state colleges or universities may require a score of 4 or 5 in order to receive credit. Students should obtain the college's AP policy. Up to nine semester hours of college credit may be granted depending upon the score earned and the requirements of the selected college or university. The cost of the exam is paid by the NC Department of Public Instruction provided the student is registered in the AP course at a public school, and completes exam registration by the deadline. A student may take the Advanced Placement Exam without enrolling in the Advanced Placement course; however, this course of action is not recommended and the exam fee must be paid by the student.

Credit Recovery

Credit recovery provides an additional learning opportunity for students who have previously been unsuccessful in mastering content or skills required to receive course credit. As set forth in policy 3420, Student Promotion and Accountability, the term "credit recovery" refers to a block of instruction that is less than the entirety of the Standard Course of Study for that course. Credit recovery delivers a subset of the Standard Course of Study or blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion.

- The "credit" offered through the Credit Recovery Program is credit toward graduation requirements only and may not be recognized by outside groups, including postsecondary institutions. Course credit acquired through the Credit Recovery Program may not satisfy NCAA course eligibility requirements for student athletes. However, the North Carolina High School

Athletic Association (NCHSAA) has acknowledged that there will be no adverse impact on a student's high school athletic eligibility due to participation in credit recovery courses.

- Students should speak with their academic counselor about how participation in the Credit Recovery Program could impact their unique post-graduation plans, and whether retaking the entire course is a better option given their goals.
- Credit recovery courses will not impact the student's grade point average or replace a failing grade on the student's transcript. The original grade for the course will remain on the student's transcript.
- Students wishing to change their grade or raise their grade point average should repeat the full course for credit and not participate in the Credit Recovery Program.
- The length of credit recovery courses is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.
- Students may enroll in only one credit recovery course at a time, but may enroll in credit recovery courses in sequence during a semester instructional block. The number of credit recovery courses taken by a student prior to graduation shall not be limited.

Please speak with the school counselor or refer to WCPS Policy AR-3420 for more information.

Dual Enrollment/ Career and College Promise

Career & College Promise (CCP) is North Carolina's tuition-free dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

In order to be eligible, in addition to other criteria established by institutions of higher education, a student must be a high school junior or senior. High school freshmen and sophomores, who are otherwise eligible, may participate in the Career and Technical Education pathway for engineering technologies, industrial technologies, agriculture and natural resources technologies, or transportation systems technologies certificate and diploma.

(Refer to Appendix E for College Transfer and Career and Technical Education Pathways.)

College Transfer Program (Juniors/Seniors):

- Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test
- Good discipline record

Career and Technical Education Program (Junior/Seniors):

- Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test or have the recommendation of the high school principal or his/her designee
- Good discipline record

Career and Technical Education Program (Freshmen/Sophomores):

- Limited pathways: Engineering, Industrial, Agriculture and Natural Resources, Transportation System Technologies
- Have passed NC Math 1 with a grade of "C" or better
- Scored level 3 or better on the NC Math 1 EOC assessment
- Scored level 3 or better on the 8th grade ELA EOG assessment
- Good discipline record

All participants must provide their own transportation to the Wayne Community College campus. Failure in any course at your high school or Wayne Community College may jeopardize participation within the program. Participants must adhere to all regulations, including attendance at both institutions. Wayne County Public School students do not pay tuition (tuition-free); however, students are responsible for the purchase of textbooks/e-textbooks, as well as the Student Activity Fee.

Application Procedure

Students interested in participating in the CCP program should contact their school counselor for application procedures. Once a student is registered for the program, they must submit a copy of their Wayne Community College schedule to the high school counseling office at the beginning of each semester. Participants are not to drop WCC classes without permission from their high school counselor. Students who withdraw, drop, or fail to attend a college course will be placed in a course at their high school if necessary.

CCP Course Credit

Students will receive 1 added quality point (AP equivalent credit) on the high school transcript for college courses in the College Transfer Pathway. All other college courses will receive no added quality points (standard equivalent credit). Grades will be calculated in the high school GPA at the end of each semester. The 17 UNC System schools will accept all courses in the College Transfer Pathway. The Wayne County Public Schools policy regarding transfer grades will be followed to convert Wayne Community College letter grades to numerical grades.

The State Board of Education's Course for Credit policy states that college and university courses of one and two credit hours will NOT receive high school dual credit. Community college courses, with less than 3 semester hours credit, can be combined to award high school credit if the courses are within the same subject area and taken in the same academic year. Students must pass both of the combined courses to receive high school credit. The course grade will be an average of the grades earned in the combined courses.

(Refer to Appendix F for a list of Career and College Promise courses carrying less than 3 semester hour credits.)

Early/Mid-Year Graduation

Early graduation (6 semesters or less)

For graduation prior to one's class, a student must:

- Show satisfactory mastery of high school academic skills and concepts
- Show a need for early graduation
- Meet the graduation course and testing requirements that were effective the year they entered ninth grade for the first time

Procedures for Early Graduation: The parent(s)/court appointed guardian(s) of a student may request early graduation for the student by filing a written request with the school principal at least thirty days prior to the beginning of the student's last semester of enrollment. Requests are handled on a case-by-case basis.

Mid-year graduation (7 semesters)

Seniors who wish to graduate at the mid-year of their senior year through acceleration will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester.

Exceptional Children's Services

Occupational Course of Study

The Occupational Course of Study (OCS) is one of two courses of study a student with disabilities may complete to graduate with a High School diploma in North Carolina. The Occupational Course of Study will be an appropriate alternative for selected students with disabilities for whom the Future Ready Core (FRC) is inappropriate. Students will learn functional academic skills that will prepare them to live independently, maintain employment, and be active participants in the community. The decision to place a student on an OCS graduation plan is discussed by the IEP Team with the parents input regarding their vision for their child's graduation.

Life Skills Program

The high schools in Wayne County offer an environment to students in the Life Skills Program which allows them to participate in a functional curriculum with the following characteristics: community-referenced, integrated, longitudinal, and community-based. Schools use a number of curricula to meet the needs of our students, including life centered career education, transition education, functional curriculum, and the basic computer curriculum.

GED Program/Basic Skills

The following policies are in effect for the Basic Skills (Adult High School and GED) program at Wayne Community College:

- Each 16 and 17 year old student, along with a parent or guardian must meet with the Basic Skills Admissions Coordinator before entering the Basic Skills program.
- There is not a waiting period before entering the Basic Skills program; although, a student suspended for one of the listed offenses must wait one year from the time of suspension before applying for admission into the Basic Skills program. At the time of application, the student must appear before the Wayne Community College High School Admissions Committee – Drugs, Weapons, Fighting or other.
- A student release form and a student discipline form must be completed by your school in order for a student to be admitted to the Basic Skills program.
- When a student transfers from an alternative school, a discipline form should be completed by the alternative school as well as by the previous school.
- Applicants must speak with the Basic Skills Admissions Coordinator regarding admission policies.
- To enter the Adult High School (AHS) program, a student must transfer a minimum of 10 courses, of which five are core courses.
- All AHS and GED candidates must score at a 9th grade level on placement test.

High School Career Academies

An academy features the "school within a school" concept where students take a sequence of courses together. Academies will be articulated with North Carolina community colleges. They will be designed to integrate academic and technical curricula around a central theme actively involving related local employers. Academies to be considered include, but are not limited to, Health Science Academy, Business and Finance Academy, Engineering Academy, Biotechnology Academy, Diesel Academy, Public Safety Academy, Adobe Academy, and Construction Academy. Not all academies are available at all high schools.

Non-Traditional High Schools

Wayne Early/Middle College High School

(WEMCHS) is a Wayne County Public School located on the campus of Wayne Community College and is a member of the network of NC Cooperative Innovative High Schools. WEMCHS is an innovative high school that is academically rigorous, focused and flexible. As a Cooperative Innovative High School, there is a partnership between the high school and Wayne Community College (WCC). All students enrolled in WEMCHS are also enrolled and complete coursework through WCC. WEMCHS focuses on student support, teaching and learning through collaboration and building effective relationships. WEMCHS was formed for the purpose of creating a small, personalized and academically rigorous high school experience. Students at WEMCHS complete North Carolina graduation requirements and have the opportunity to graduate from high school with an Associate Degree from WCC over a four to five year period.

Presently Wayne Early Middle College High School:

- Serves a student population that is representative of the student population in Wayne County with an emphasis on first-generation college students.
- Offers all students an academically rigorous, university-prep curriculum that will ensure that every student graduates ready for college, work and citizenship.
- Offers all students the opportunity to work closely with their teachers and counselor during their high school experience.

- Encourages and supports students to complete as much college coursework as possible during their high school career, at no cost to the student.
- Ensures that all students are well-versed in 21st Century workplace skills including the ability to work in teams, to communicate both orally and through writing, and to analyze and solve problems.

Rising ninth graders are selected through an application and lottery process in the spring of each year. Contact Wayne Early/Middle College High School at 919-739-7070 for more information.

Wayne School of Engineering at Goldsboro High School

Wayne School of Engineering is located on the campus of Goldsboro High School and serves grades 6-13. Wayne School of Engineering is an autonomous school within a school, and students from throughout Wayne County have the opportunity to receive a personalized education with a focus on Science, Technology, Engineering, and Mathematics (STEM). With an instructional focus on project-based and inquiry learning, students actively engage in the curriculum. Students who possess high academic and appropriate behavioral standards also have the opportunity to obtain college credit with the possibility of completing a two year associate's degree.

Wayne School of Engineering's purpose is:

- To create college ready students.
- To successfully transition students to high school and post-secondary education.
- To offer an engaging, relevant curriculum.
- To offer students work-based opportunities through internships and/or job shadowing.
- To offer a personalized educational experience.
- To ensure students are ready for the 21st Century.

The instructional strategies employed by teachers allow students to receive more interactive, hands-on focus in all curricular areas. Students take a prescribed curriculum which allows for academic and social development that will ultimately help lead to successful college level work. As the students' progress academically, more educational options become available. Middle school athletics are available and high school students have the opportunity to participate in athletics through Goldsboro High School. The application process is for current 5th grade students only. Visit <http://www.waynecountyschools.org/WayneSchoolofEngineering.aspx> to print an application. Contact Wayne School of Engineering at 919-734-0070 for more information.

Wayne Middle/High Academy

Wayne Middle/High Academy opened on July 1, 2009, as a result of the merger of Belfast and Southern Academy. The primary goal of Wayne Middle/High Academy is to provide an alternative education for students in grades 6-12, who have been referred from a traditional school setting. Students at Wayne Middle/High Academy enjoy smaller class sizes, individualized attention, and opportunities for distance learning. In addition to academics, Wayne Middle/High Academy focuses on increasing student attendance and character education. The staff at Wayne Middle/High Academy are committed to student achievement, as well as parent and community involvement.

North Carolina Virtual Public School (ncvps.org)

The purpose of the North Carolina Virtual Public School (NCVPS) is to provide courses that students are unable to take at their local schools or courses that augment a student's program of study. Classes are taken online and are offered to students who are able to work independently, are extremely self-disciplined, and self-motivated. Heavy reading is involved. Students must have a basic knowledge of how to use a computer and word processing. Standard, Honors, and Advanced Placement level classes are available in subjects including the Arts, Interdisciplinary Studies, Language Arts, Life Skills, Math, Science, Social Studies, and Technical Studies. All courses are taught by certified teachers in North Carolina. Once the on-line course is completed, including any required EOC or CTE State Assessments, the student receives credit on his or her school transcript.

A list of available NCVPS courses for 2021-22 will be posted at www.ncvps.org. Students interested in taking one or more NCVPS courses should meet with their counselor to determine eligibility.

Repeat a Course for Credit

WCPS recognizes that high school students may need to repeat a course for which they have previously earned credit, in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent or designee:

- The student must have earned a grade of C/79 or lower in the course on the first attempt
- The student must complete form AR 3420, with full signatures, in order to repeat the course
- The principal or designee must approve the request
- There must be space available after seats have been assigned to students who are taking the course for the first time or are repeating a previously failed course
- The course to be repeated must be a duplicate of the entire original course and must be taken during the regular school day at a high school in the WCPS school system or through the North Carolina Virtual Public School
- Upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark
- Credit towards graduation for the same course will be given only once
- A specific course may be repeated only one time
- Students may repeat a maximum of four previously passed courses during their high school careers

COURSE DESCRIPTIONS

ARTS EDUCATION

BAND

Concert Band I (Beginning)

Course Code: 52552X0C

Level: S

Credit: 2

Concert Band I (Beginning) is an entry-level course which continues to build on the comprehensive music education students have received in grades K - 8. Concert Band will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in temp, keys, and meters, written in modest ranges; play instrumental literature representing diverse genres, styles, and cultures; use singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Concert Band I (Beginning) prepares students for further instrumental studies in music.

Marching Band I (Beginning)

Course Code: 52552X0M

Level: S

Credit: 2

Marching Band I (Beginning) is an entry-level course which continues to build on the comprehensive music education students have received in grades K - 8. Marching Band I (Beginning) will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in temp, keys, and meters, written in modest ranges; play instrumental literature representing diverse genres, styles, and cultures; use singing as appropriate, develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Marching Band I (Beginning) prepares students for further instrumental studies in music.

Percussion Techniques

Course Code: 52962X0

Level: S

Credit: 1

Prerequisite: Audition is required

All students (9-12) who would like to play drums or a percussion related instrument will be allowed to take this class. From this class, a drum line corp will be selected for the Marching Band show. This group will consist of multiple bass drums, quint toms (drum with 5 toms assembled together), snare drums and cymbals. This group will work as a unit everywhere on the field. Student will be able to practice together each day to learn each other's rhythmic nuances to become a working machine (many members doing different things but as a unit). The others who do not make the "Drum Line Corp" will be allowed to form a "Pit" corp. This group will play other percussion and auxiliary instruments such as: tympani, steel drums, gong, suspended cymbals, marimba, xylophone, bells, chimes, maracas, claves etc. down front on the sidelines. This group accompanies the entire band as they march and maneuver during the show. This group adds an overall general effect to the total show.

Flag Guard

Course Code: 96102X0F

Level: S

Credit: 1

Prerequisite: Performance audition

This class is designed to teach students the art of performing with the marching band. Its curriculum will cover basic techniques of marching, spinning flags, rifles and sabers. Students in this class are required to perform with the marching band for Friday night football games, parades and Saturday band competitions. All students in this class will have to pass an audition prior to enrolling in the class or must have special permission from the band director.

Music Specialization I (Beginning) - Jazz

Course Code: 52162X0

Level: S

Credit: 1

Music Specialization I (Beginning) is an entry-level course which continues to build on the comprehensive music education students have received in grades K - 8. This course will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges; play instrumental literature representative of various jazz genres; use singing as appropriate; develop skills in improvising, composing, and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Participation in Music Specialization I (Beginning) prepares students for further instrumental studies in music.

THEATRE ARTS

Theatre Arts I (Beginning)

Course Code: 53152X0

Level: S

Credit: 1

Beginning Theatre Arts promotes learning the essential vocabulary and processes of theatre; reading, writing, and researching theatre literature; acting; and technical theatre. In addition, students learn and reflect on aspects of theater through history and in different cultures, as well as the various forms of theatre and theatre-related media. This course develops creativity and spontaneity in those

students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students have opportunities for practical application of knowledge in informal productions.

Theatre Arts II (Intermediate)

Course Code: 53162X0

Level: S

Credit: 1

Prerequisite: Theatre Arts I (Beginning) or Audition and Permission of the Instructor

Intermediate Theatre Arts is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of literature, acting, and technical theatre. In addition, students analyze and critique work developed by themselves or other students, works generated throughout history, and works of various cultures. This course develops students' knowledge, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through formal and informal productions.

VISUAL ARTS

Visual Arts I (Beginning)

Course Code: 54152X0

Level: S

Credit: 1

Visual Art I - Beginning is an introductory level course designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels and aligned to the Essential Standards Curriculum. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision-making are emphasized throughout Visual Art I - Beginning.

Visual Arts II (Intermediate)

Course Code: 54162X0

Level: S

Credit: 1

Prerequisite: Visual Arts I (Beginning)

Visual Art II – Intermediate builds on the student's technical skills and foundation of knowledge developed in Visual Art I - Beginning, and is aligned to the Essential Standards Visual Arts Curriculum at the Intermediate Level. The study of elements of art and principles of design, color theory, vocabulary, and art history continues in Visual Art II - Intermediate in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that 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 Visual Art II - Intermediate.

VOCAL MUSIC

Vocal Music I (Beginning)

Course Code: 52302X0

Level: S

Credit: 1

Vocal Music I - Beginning is an entry-level course which builds on the comprehensive music education students have received in grades K-8. Vocal Music I (Beginning) will provide students with the opportunities to: develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument; sing vocal literature which may include changes in tempi, keys, and meters, written in modest ranges; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music I -Beginning prepares students for further vocal studies in music.

Vocal Music II (Intermediate)

Course Code: 52312X0

Level: S

Credit: 1

Prerequisite: Vocal Music I (Beginning) or Audition and Permission of the Instructor

Vocal Music II - Intermediate continues to build on the comprehensive music education students have received in Vocal Music I - Beginning. Vocal Music II - Intermediate will provide students with opportunities: develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing vocal literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music II - Intermediate prepares students for further vocal studies in music.

CAREER & TECHNICAL EDUCATION

Wayne County Public Schools offers a comprehensive Career and Technical Education program for students in middle and high schools. Courses are offered in Agricultural Education; Business, Finance, and Marketing Education; Career Development Education; Computer Science and Information Technology Education; Family and Consumer Sciences Education; Health Science Education; Trade,

Technology, Engineering, and Industrial Education. The mission of Career and Technical Education programs in Wayne County Public Schools is to empower students for effective participation in a global economy as world-class workers and citizens.

All programs or courses may not be offered at every high school. Many of the CTE courses are offered as both Standard and Honors. Please see the Career Development Coordinator or Counselor at your school to determine which CTE courses are offered at your school, as well as what courses are offered as Honors. The **Wayne County Public Schools Career Clusters (refer to Appendix H)** has a complete list of all CTE courses taught within each career cluster/pathway. **Concentrator courses are indicated by a ♦ symbol.**

All Career & Technical Education courses are measured by one of three CTE Proofs of Learning: (1) **CTE State Assessment** - students take a 100-question multiple choice online test which is administered at the end of the semester; (2) **Credential** - students work to attain the industry-recognized credential(s) tied to the course throughout the semester; (3) **Performance-Based Measurement** - students complete projects, skills, and competencies associated with the course throughout the semester.

Articulated credit can be awarded to many of the CTE courses. Articulated credit is college credit earned while a student is in high school. The credit is awarded for a CTE high school course that is associated with a comparable college-level course, for which there is a signed articulation agreement between the CTE program and the community college. The list of CTE courses and criteria can be found on the **CTE Courses Earning Articulated Credit in NC Community College System (refer to Appendix I)**.

Work-Based Learning: Career and Technical Education encourages work-based learning experiences to enhance CTE programs offered at each school. These experiences include: Business and Industry Field Trips; STEAM and Career Fairs; Manufacturing Day; Job Shadowing; Cooperative Education; Entrepreneurial Experiences; Internships; Apprenticeships; and Service Learning. For more information about these opportunities, contact the Career Development Coordinator at your school.

AGRICULTURAL EDUCATION

Agri-Science Applications

Course Code: AU102X0

Level: S

Credit: 1

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English/language arts, mathematics, and science are reinforced.

Agricultural Mechanics I

Course Code: AS312X0

Level: S

Credit: 1

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English/language arts, mathematics, and science are reinforced. **Course enrollment limited to 20 to ensure safety in laboratory settings.**

Animal Science I

Course Code: AA212X0

Level: S

Credit: 1

This course focuses on basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English/language arts, mathematics, and science are reinforced.

Horticulture I

Course Code: AP412X0

Level: S

Credit: 1

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

AGRICULTURAL CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Agriscience Applications	NC Hunter Safety Education
	National Safe Tractor and Machinery Operator
Animal Science I and II	NC Beef Quality Assurance
	Youth for Quality Care of Animals - YQCA
Agricultural Mechanics I and II	OSHA 10-Hour General Industry (Agriculture) Certification
	National Safe Tractor and Machinery Operator
Horticulture I and II	NC Private Pesticide Applicator

FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Agricultural Education courses.

BUSINESS, FINANCE, & MARKETING EDUCATION

Accounting I

Course Code: BA102X0

Level: S

Credit: 1

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. Mathematics is reinforced and entrepreneurial experiences encouraged.

Entrepreneurship I

Course Code: ME112X0

Level: S

Credit: 1

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 and social studies are reinforced.

Fashion Merchandising

Course Code: MI212X0

Level: S

Credit: 1

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English/language arts, mathematics, social studies, and technology are reinforced.

Marketing

Course Code: MM512X0

Level: S

Credit: 1

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing 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. English/language arts, mathematics, and social studies are reinforced.

Hospitality and Tourism ♦

Course Code: MH422X0

Level: S

Credit: 1

Prerequisite: Marketing *or* Principles of Business & Finance *or* Sports and Entertainment Marketing I

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English/language arts, mathematics, social studies, and technology are reinforced.

Sports and Entertainment Marketing I

Course Code: MH312X0

Level: S

Credit: 1

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. Mathematics and social studies are reinforced.

BUSINESS, FINANCE, & MARKETING CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Accounting I and II	Intuit Quickbooks Certified User
Entrepreneurship I or II	Venture Entrepreneurial Expedition
Marketing Applications	Fundamental Marketing Concepts
Hospitality & Tourism	Certified Guest Services Professional
Sports and Entertainment Marketing II	Customer Service and Sales Certification

Future Business Leaders of America (FBLA) and DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Business, Finance, and Marketing Education courses.

CAREER DEVELOPMENT EDUCATION

Career Management

Course Code: CC452X0

Level: S

Credit: 1

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English/language arts is reinforced. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CAREER DEVELOPMENT CREDENTIAL THAT CAN BE EARNED

CTE Course	Credential
Career Management	Conover Workplace Readiness (Job Series)

COMPUTER SCIENCE & INFORMATION TECHNOLOGY EDUCATION

Adobe Visual Design

Course Code: I1312X0

Level: S

Credit: 1

This course is a project-based course that develops Information and Communications Technology (ICT), career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English/language arts is reinforced.

Computer Science I

Course Code: BP412X0

Level: S

Credit: 1

Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Student will focus on the “big CS ideas” in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. English/language arts, mathematics, and art are reinforced.

Microsoft Word and PowerPoint

Course Code: BM102X0

Level: S

Credit: 1

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English/language arts and art are reinforced.

Microsoft Excel - Honors

Course Code: BM205X0

Level: H

Credit: 1

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program’s features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others. Mathematics is reinforced.

COMPUTER SCIENCE & INFORMATION TECHNOLOGY CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Adobe Visual Design	Adobe Illustrator

	Adobe InDesign
	Adobe Photoshop
Microsoft Word & PowerPoint	Microsoft Office Specialist Word AND PowerPoint (2 certifications)
Microsoft Excel	Microsoft Office Specialist Excel Core AND Excel Expert (2 certifications)

Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Computer Science & Information Technology Education courses.

FAMILY AND CONSUMER SCIENCES EDUCATION

Apparel and Textile Production I **Course Code: FA312X0** **Level: S** **Credit: 1**

In this course students are introduced to the apparel and textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced. *Students will be required to complete several sewing projects during the duration of the course. For safety reasons, enrollment is not to exceed 20 in this course.*

Child Development **Course Code: FE602X0** **Level: S** **Credit: 1**

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. English/language arts, art, and science are reinforced.

Interior Design I **Course Code: FI512X0** **Level: S** **Credit: 1**

Principles of Family and Human Services recommended

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.

FAMILY AND CONSUMER SCIENCES CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Food and Nutrition II	ServSafe Food Protection Managers Certification

Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Family and Consumer Science Education courses.

HEALTH SCIENCE EDUCATION

Foundations of Health Science **Course Code: HU102X0** **Level: S** **Credit: 1**

This course is designed to assist potential healthcare workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English/language arts is reinforced in this course.

HEALTH SCIENCE CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Health Science I	First Aid

Health Science II	CPR/AED
	Stop the Bleed
	OSHA 10-Hour Industry (Healthcare) Certification

Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Health Science Education courses.

TRADE, TECHNOLOGY, ENGINEERING & INDUSTRIAL EDUCATION

Automotive Service Fundamentals

Course Code: IT112X0

Level: S

Credit: 1

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/language arts is reinforced. ***This course is certified under the NATEF (National Automotive Technician Education Foundation) MLR (Maintenance and Light Repair) standards.***

PLTW Introduction to Engineering Design (AP Equivalent)

Course Code: TP117X0

Level: AP

Credit: 1

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3-D 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. English/language arts, mathematics, art, and science are reinforced. ***PLTW Introduction to Engineering Design offers the opportunity for college credit upon successful completion of the course and passing a standardized examination.***

Technology Engineering and Design

Course Code: TE112X0

Level: S

Credit: 1

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem-solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English/language arts, and art.

TRADE, TECHNOLOGY, ENGINEERING & INDUSTRIAL CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Automotive Service Fundamentals	Mechanical Safety and Mechanical Pollution Prevention
Automotive Service II	ASE Entry-Level Certification – Maintenance and Light Repair
	ASE Entry-Level Certification – Brakes
Automotive Service III	ASE Entry-Level Certification – Electrical/Electronic Systems
	ASE Auto Maintenance and Light Repair (Test G1)

SkillsUSA and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences in all Trade, Technology, Engineering, and Industrial Education courses.

ENGLISH / LANGUAGE ARTS

The Future-Ready Core Course of Study requires 4 credits in English/Language Arts.

English I

Course Code: 10212X0

Level: S

Credit: 1

Prerequisite: 8th Grade English Language Arts

Students will analyze and evaluate literary and informational texts. Students will sharpen vocabulary, language, and grammar skills through interactive activities and writing assignments. Students will clearly and coherently offer and support opinions/arguments (argumentative writing), demonstrate an understanding of a topic under study (informative/explanatory writing), and convey real and/or imagined experiences (narratives).

Prerequisite: Successful performance on the NC End-of-Grade Reading Assessment

Students will analyze and evaluate advanced curriculum content at a brisk pace. Students will investigate complex questions, problems and challenges related to the theme(s) of text read. Students will determine and submit project proposals regarding their investigations. Proposals will be reviewed and approved by the teacher. Students will sharpen vocabulary, language, and grammar skills through interactive activities and writing assignments. Students will clearly and coherently offer and support opinions/arguments (argumentative writing), demonstrate an understanding of a topic under study (informative/explanatory writing), and convey real and/or imagined experiences (narratives). Students must possess the interest, ability, and motivation to meet the challenges of an honors level course.

HEALTHFUL LIVING & PHYSICAL EDUCATION

Health/Physical Education

Course Code: 60492X01 (Boys); 60492X02 (Girls)

Level: S

Credit: 1

This course is a required health and physical education course for all 9th grade students and is also a requirement for graduation. The health component of this course addresses the areas of mental health, nutrition, chemical and substance abuse, consumer health, safety/first aid, family life, and chronic disease. Physical education is a skills-based program that allows the student to participate in a variety of activities. Students in grades 10-12 who have not completed the 9th grade H/PE requirement should register for this course. Credit for this course is required for all other physical education/physical fitness classes.

Weightlifting/Physical Fitness II

Course Code: 60612X01 (Boys); 60612X02 (Girls)

Level: S

Credit: 1

Prerequisite: Health/Physical Education and athletic team membership

This course focuses on intense training for athletes for the purpose of improving physical conditioning. The athlete will participate in activities related to physical fitness testing and weight training; cardiovascular conditioning, flexibility training, diet, and nutrition.

JROTC

The Army Junior Reserve Officers' Training Corps (JROTC) curriculum is an accredited high school elective focused on the mission "To motivate young people to be better citizens." It prepares high school students by building skills in leadership, citizenship, life success, geography, cultural awareness, and fitness in a structured, collaborative, and interactive environment. The JROTC curriculum has been crosswalked with the 9-12th grade N.C. Common Core Standards and emphasizes character education, student achievement, service to community, and diversity. Each cadet is issued a uniform, earns leadership promotions, and has the opportunity to lead. Uniforms, textbooks, and training materials are provided at no cost to the student. There is NO military obligation as a result of participation in JROTC. The uniform inspection grade, which includes personal appearance, is a major portion of the JROTC grade. Classes perform physical training on a regular basis. Students participate in a myriad of co-curricular activities. Some of these activities include precision and exhibition military drill competitions, Raider Challenge competitions, JROTC Leadership and Academic Bowl (JLAB), Science, Technology, Engineering, Mathematics (STEM) Camp, and a Summer Camp known as JROTC Cadet Leadership Challenge (JCLC). Cadets who complete 4 years of JROTC co-curricular activities and its challenging curriculum will be more college and/or career ready. Students who fail any level of JROTC will not be permitted to repeat that level or continue to other levels without the consent of the JROTC faculty and the Principal. Students completing three or more years of JROTC could receive advance promotion in the military or ROTC service programs.

Requirements:

- Cadets are required to wear their uniform to school once each week.
- Cadets are expected to maintain personal grooming standards when in uniform.
- Cadets are expected to obey all legal and moral orders of cadets in positions of authority over them, regardless of age, school, class, or other such criteria.
- All cadets take part in military drill, which involves marching and standing in formations.
- All cadets take part in physical training.
- There is at least one mandatory formation for an out-of-school activity each semester.

Army JROTC Co-Curricular/Extracurricular Activities (optional based on school):

Leadership Team; Academic Team; Drill Team; Raider Team; Marksmanship Team; CyberPatriot Team; Robotics Team

Army JROTC Leadership Education Training (LET)

LET 1: The Emerging Leader (Grades 9 – 12)

Army JROTC LET 1 Alpha**Course Code: 95012X011****Level: S****Credit:1**

Army JROTC LET 1 Alpha “The Emerging Leader” is the first core course in the Army Junior Reserve Officers’ Training Corps (AJROTC) high school program. The central focus of the JROTC program is to help develop strong leaders and model citizens. First year cadets are introduced to leadership, military history, and communication skills. These areas are stressed in order to help the inner leader begin to emerge.

Army JROTC LET 1 Bravo**Course Code: 95022X012****Level: S****Credit: 1**

Prerequisite: Army AJROTC LET 1 Alpha and Instructor Approval

Army JROTC LET 1 Bravo “The Emerging Leader” course for the emerging leader continues the studies of LET 1 Alpha with greater attention to details and skill development on the Styles of Leadership, the Power Bases of Influence, and the Command Voice.

MATHEMATICS

The Future-Ready Core Course of Study requires 4 credits in Mathematics.

Foundations of NC Math 1**Course Code: 20902X0****Level: S****Credit: 1**

Foundations of NC Math 1 focuses primarily on the study of algebra topics. It is designed for students who need additional preparation before they take NC Math 1. Topics studied include: number sense for real numbers; studying patterns in data using scatter plots and tables; line-of-best fit; relations and functions; linear functions; algebraic order of operations; algebraic properties; and statistics. Appropriate technology, from manipulatives to graphing calculators and applications software, is used regularly for instruction and assessment. ***This course does not satisfy the fourth year math requirement for the public universities in the UNC System. This course does not meet the NC Community College System’s Multiple Measures Policy.***

NC Math 1**Course Code: 21092X0****Level: S****Credit: 1**

Based on the *NC Standard Course of Study for Mathematics*, NC Math 1 reflects on 6 conceptual categories: number & quantity; algebra; functions; geometry; statistics & probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra and functions. Topics covered include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions (*linear expressions, integer exponents, quadratic expressions*); performing arithmetic operations on polynomials; creating equations (*linear and exponential*); reasoning with equations and inequalities (*linear and exponential*); interpreting functions (*linear and exponential*); building functions; constructing and comparing linear and exponential models; experimenting with transformations in the plane; expressing geometric properties with equations; explaining volume formulas and using them to solve problems; and interpreting categorical and quantitative data. Graphing calculators will be used to explore various standards. ***At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.***

NC Math 1 - Honors**Course Code: 21095X0****Level: H****Credit: 1**

NC Math 1 Honors demands a more challenging approach to the study of the 6 conceptual categories identified in the Standard level of NC Math 1. *Students will be given opportunities for advanced work to promote rigorous academic study.* The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-solving, critical analysis, and reflective thinking. Emphasis is also placed on practical applications and modeling. Graphing calculators will be used to explore various objectives. ***At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.***

NC Math 2**Course Code: 22092X0****Level: S****Credit: 1**

Prerequisite: NC Math 1

Based on the *NC Standard Course of Study for Mathematics*, NC Math 2 continues a progression of the standards studied in NC Math 1, reflecting on 6 conceptual categories: number & quantity; algebra; functions; geometry; statistics & probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra, functions, and geometry. Topics studied include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions (*polynomial expressions*); performing arithmetic operations on polynomials (*add and subtract any polynomial and extend multiplication to as many as 3 linear expressions*); creating equations (*quadratic and inverse variation functions; common logs and exponential equations; trig equations that involve right triangle trigonometry; compound variation*); reasoning with equations and inequalities (*factorable quadratics; inverse variation*); interpreting functions (*quadratic, power, inverse variation, and simple trig functions*); building functions; congruence (*transformations; rigid motions; proving geometric theorems; making geometric constructions*); similarity, right triangles, and trigonometry; expressing geometric properties with equations (*derive the equation of the circle using the Pythagorean Theorem*); geometric measurement and dimension; modeling with geometry; making inferences and justifying conclusions regarding statistical experiments; and conditional probability and the rules of probability (*independence, compound events, uniform probability model*). Graphing calculators will be used to explore various standards.

NC Math 2 - Honors**Course Code: 22095X0****Level: H****Credit: 1**

Prerequisite: NC Math 1

Honors NC Math 2 demands a more challenging approach to the study of the 6 conceptual categories identified in the Standard level of NC Math 2. *Students will be given opportunities for advanced work to promote rigorous academic study.* The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-

solving, critical analysis, and reflective thinking. Emphasis is also placed on practical applications and modeling. Graphing calculators will be used to explore various objectives.

SCIENCE

The Future-Ready Core Course of Study requires 3 credits in Science
(*Earth/Environmental Science, Biology, and a physical science*)

Earth/Environmental Science

Course Code: 35012X0

Level: S

Credit: 1

This course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include: energy in the earth system; geochemical cycles; origin and evolution of the earth system; origin and evolution of the universe; predictability of a dynamic earth; human interactions with the earth's geologic and environmental systems.

Earth/Environmental Science – Honors

Course Code: 35015X0

Level: H

Credit: 1

The honors level of Earth/Environmental Science is designed for students who desire a more challenging and in-depth study of the function of the earth's systems. Inquiry into the areas identified in the standard level (S) course description is facilitated much more extensively through various lab activities and research opportunities. Units of study on meteorology, astronomy and oceanography are also included as well as exploring Earth's changing dynamics through current events. Units of study on Earth's spheres (biosphere, geosphere, hydrosphere, and atmosphere) are also included. *The student will be given the opportunity for advanced work to promote rigorous academic study utilizing multiple methods.*

Physical Science

Course Code: 34102X0

Level: S

Credit: 1

Recommended Prerequisite: NC Math 1

This course focuses on an introduction to chemistry and physics. Investigations that emphasize the practical application of physical science principles are approached in a quantitative manner, requiring the mathematical skills of the students. The curriculum integrates these topics: structure of atoms; structure and properties of matter; motion and forces; conservation of energy, matter and charge.

SOCIAL STUDIES

The Future-Ready Core Course of Study requires 4 credits in Social Studies

World History

Course Code: 43032X0

Level: S

Credit: 1

World History is usually taken in the 9th grade. Based on the *NC Standard Course of Study for Social Studies*, this course addresses 6 time periods in the study of World History. The period from the mid-5th century to present will be a key focus of study. Students will study major turning points that have shaped the modern world. They will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. *World History is a requirement for graduation.*

World History - Honors

Course Code: 43035X0

Level: H

Credit: 1

This course is usually taken in the 9th grade. Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking, problem-solving, creativity, critical analysis and application, and reflective thinking. The course covers the same *NC Standards* that have been identified in the Standard level of the course but in greater complexity and acceleration or pacing. *World History is a requirement for graduation.*

SPECIAL EDUCATION (Occupational Course of Study)

The Occupational Course of Study requires 4 credits in English/Language Arts.

English I B**Course Code: 9210BX0****Level: EC****Credit: 1****Prerequisite: IEP/Occupational Course of Study**

Students in English I will express reflections and reactions to print and non-print text and personal experiences. They will demonstrate understanding of various literary genres, concepts, and elements. They will apply conventions of grammar and language.

The Occupational Course of Study requires 3 credits in Mathematics.**Introduction to Mathematics****Course Code: 9220BX0****Level: EC****Credit: 1****Prerequisite: IEP and enrolled in Occupational Course of Study**

Introduction to Mathematics I consists of standards and objectives that have been identified in the NC Standard Course of Study for the Occupational Course of Study. Students will study: 1) number and operations: rational numbers, ratios, proportions, percentages; 2) geometry: 2- and 3- dimensional figures; 3) measurement: clock time, calendar time, length, capacity, weight, temperature; 4) algebra: properties, equations, inequalities, patterns, linear relationships; and 5) statistics and probability: data, graphical displays, measures of center, range. Students will study these standards and objectives using technology, hands-on activities, and cooperative learning.

NC Math 1 (B)**Course Code: 9225BX0****Level: EC****Credit: 1****Prerequisites: IEP and enrolled in Occupational Course of Study and already taken Introduction to Mathematics**

Based on the *NC Standard Course of Study for Mathematics*, NC Math 1 reflects on the conceptual categories: number and quantity; algebra; functions; geometry; statistics and probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra and functions. Topics covered include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions; performing arithmetic operations on polynomials; creating equations; reasoning with equations and inequalities; interpreting functions; building functions; constructing and comparing linear and exponential models; experimenting with transformations in the plane; expressing geometric properties with equations; explaining volume formulas and using them to solve problems; and interpreting categorical and quantitative data. Graphing calculators will be used to explore various standards. ***NC Math 1 should be taken before the end of a student's 10th grade year. At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.***

Financial Management**Course Code: 9222BX0****Level: EC****Credit: 1****Prerequisites: IEP and enrolled in Occupational Course of Study and already taken NC Math 1**

Financial Management consists of standards and objectives that have been identified in *NC Standard Course of Study for the Occupational Course of Study*. Students will study various aspects of personal financial management: personal financial planning, income, expenses, budget, financial institutions, checking account, savings account, credit cards, debit cards, state and federal taxes, wages and compensation, insurance, consumer spending. Students will study these standards and objectives using technology, hands-on activities, and cooperative learning. Students may have opportunities to demonstrate application of these skills in the community and in places of employment.

The Occupational Course of Study requires 2 credits in Science.**Applied Science****Course Code: 9231BX0****Level: EC****Credit: 1****Prerequisite: IEP and Occupational Course of Study**

Students in Applied Science will understand forces and motion, energy and its' conservations, electricity and magnetism, properties of matter, the uses and dangers of common chemicals, the environment, and the body's basic needs and control systems.

The Occupational Course of Study requires 2 credits in Social Studies.**American History: The Founding Principles, Civics & Economics****Course Code: 9249BX0****Level: EC****Credit: 1****Prerequisites: IEP and Occupational Course of Study**

Based on the *NC Standard Course of Study for Social Studies*, American History: The Founding Principles, Civics, and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, and basic concepts of American politics and citizenship; also, it focuses on concepts in macro- and micro-economics and personal finance. Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

American History I**Course Code: 9247BX0****Level: EC****Credit: 1****Prerequisite: IEP and Occupational Course of Study**

Based on the *NC Standard Course of Study*, the course is the first of two required courses in American History; it begins 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. They 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. The course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II**Course Code: 9248BX0****Level: EC****Credit: 1****Prerequisites: IEP and American History I**

American History II is the second of two United States History courses required at the high school level. Based on the *NC Standard Course of Study*, the course focuses on the history of the United States from the late 19th 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 desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. The essential standards of this course have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time.

The Occupational Course of Study requires 6 credits in Occupational Preparation.

Preparation I**Course Code: 9240BX0****Credit: 1**

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities (including preparation for completion of the 150 hours of required school-based training) including work ethic development, job-seeking skills, decision-making skills, and self-management. To address the requirement for 150 hours of school-based training, students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Preparation II**Course Code: 9241BX0****Credit: 2**

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. Through these activities students will begin working on the required 225 hours of community-based training. Job seeking skills also will be refined.

WORLD LANGUAGES/ENGLISH AS A SECOND LANGUAGE

Recommendation: *Students should take world language courses in consecutive semesters. College-bound students must take at least two levels of the same world language. It is recommended that students enroll in their world language courses early, in order to attain a higher level of proficiency, especially if they have already taken a world language course in middle school.*

French I**Course Code: 11012X0****Level: S****Credit: 1**

This course is an introduction to the French language and its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. The content focuses on the students' lives and experiences, with an introduction to everyday customs and lifestyles. Grammar, spelling, vocabulary, speech sounds, and culture are integrated throughout the course. The study of the life and customs of the people fosters the knowledge of a culture other than one's own and, in turn, a development of attitudes which may lead to a better understanding and appreciation of other people.

French II**Course Code: 11022X0****Level: S****Credit: 1****Prerequisite: French I**

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by using learned elements of the French language orally and in writing. They are able to interact on issues of everyday life in the present and past, inside and outside the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Students develop a good understanding of the similarities and differences between cultures and languages. They further examine the influence of the beliefs and values of the target culture. The study of the life and customs of the people leads to a better understanding and appreciation of another culture. Integration of other disciplines is ongoing throughout the course.

Spanish I**Course Code: 11412X0****Level: S****Credit: 1**

NOTE: A student may take Spanish I in Grade 8 and be given high school credit if the final grade is a "B" or better.

This course is an introduction to the Spanish language and its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar, spelling, vocabulary, speech sounds, and culture are integrated throughout the course. The study of the life and customs of the people fosters the knowledge of a culture other than one's own and, in turn, a development of attitudes which may lead to a better understanding and appreciation of other people.

Spanish II**Course Code: 11422X0****Level: S****Credit: 1****Prerequisite: Spanish I**

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by using learned elements of the Spanish language orally and in writing. They are able to interact on issues of everyday life in the present and past, inside and outside the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Students develop a good understanding of the similarities and differences between cultures and languages. They further examine the influence of the beliefs and values of the target culture. The study of the life and customs of the people leads to a better understanding and appreciation of another culture. Integration of other disciplines is ongoing throughout the course.

Spanish Heritage I**Course Code: 11492X0****Level: S****Credit: 1****Prerequisite: Must be a native Spanish speaker**

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in Spanish by providing them the opportunity to listen, speak, read, and write Spanish in a variety of contexts and for a variety of audiences including family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Spanish Heritage II - Honors**Course Code: 11505X0****Level: H****Credit: 1****Prerequisite: Spanish Heritage I**

The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in Spanish by providing the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, schools, and broader community. The course will allow students to explore their own culture and the cultures that use the heritage language. It will enable students to gain a greater level of understanding of the nature of their own language as well as other languages to be acquired.

English as a Second Language - Beginning**Course Code: 10382X01****Level: S****Credit: 1****Prerequisite: WAPT/ACCESS Testing for ESL placement**

This course focuses on the development of linguistic skills and grammar usage with emphasis on listening, speaking, reading, and writing the English language for those students with limited English proficiency. Non-English speaking students are required to take this course. As students learn English as a second language at varying rates, each student will move through the different ESL courses as he/she demonstrates proficiency at each level. ***The ACCESS proficiency test will be administered at the end of the course.***

English as a Second Language - Advanced**Course Code: 10382X03****Level: S****Credit: 1****Prerequisite: WAPT/ACCESS Testing for ESL placement**

This course focuses on the integration of the communicative processes and the broadening of the vocabulary. Daily oral communication in English is required. The four skills of listening, speaking, reading, and writing are also enhanced in English. Laboratory studies may continue. The study of the American culture is enriched through various types of media. ***Once the advanced student scores 4.8 Expanding/Bridging on the ACCESS language proficiency test, he/she will be exited from the program.***

TOEFL (Test of English as a Foreign Language): The TOEFL is a standardized test that measures the English language proficiency of non-native English speakers. It consists of comprehension, structure and written expression, vocabulary, and reading comprehension sections. ***For more information and to verify test dates, visit www.ets.org/toefl.***

Appendix A

Grade Level Check List

9th Grade:

- Get to know your school counselor.
- Check college admissions requirements. Plan a college preparatory course schedule for all four years of high school.
- Plan ahead for courses that require prerequisites.
- Select challenging courses. Your weighted GPA/class rank is affected by course levels.
- Become involved in school and community activities.
- Create/update a student account at www.cfnc.org.
- Recognize that class rank, weighted and unweighted GPA, and grade point average (GPA) are calculated beginning in 9th grade and are based on final grades in all courses attempted.
- Participate in extracurricular and community activities. Colleges are looking for students who have achieved in more than academics.

10th Grade:

- Consider taking the PSAT (preliminary SAT). This test is given only in October.
- Take the PACT (preliminary ACT) at your school. This test measures college readiness and career potential; it is administered to all 10th graders in NC in October.
- Select challenging courses which will maintain your class rank/GPA. Take the hardest courses in areas where you excel; investigate Honors and Advanced Placement (AP) courses.
- Investigate college course requirements. Check out college-based experience programs.
- Plan an interesting summer, possibly participating in a challenging summer enrichment program or a community activity.
- Update your CFNC account and explore its valuable career and college tools.

11th Grade:

- Attend "College Day" at your high school's designated location.
- Consider taking the PSAT/National Merit Scholarship Qualifying Test (NMSQT). National Merit Scholarship semifinalists are selected from only 11th grade students who take this test in the eleventh grade. This test is given only in October.
- Take the ASVAB in the Fall Semester if interested in a career in the Military.
- Take the ACT during the school day administration at your high school (March).
- Ask your parents to check on scholarship programs that may be offered through their employers.
- At mid-year, begin to investigate specific college possibilities.
- Sign up to talk with visiting college representatives.
- Check college websites for specific entrance requirements (courses, tests, dates).
- Attend a Financial Aid Workshop held in your area.
- Take the SAT or ACT in May or June, including subject tests if required by a college you are considering. Get registration materials from the School Counseling Office or register online at sat.collegeboard.org and/or actstudent.org.
- Spring and summer are the times to visit college admissions offices. Email or call ahead for an appointment, and ask about financial aid and scholarships.
- Update your CFNC account and explore its valuable career and college tools.

12th Grade:

- Update your CFNC account and explore its valuable career and college tools.
- Prior to the start of school, update your high school resume to include extracurricular activities, sports, community service, leadership positions, honors/awards, and employment experience. Be prepared to give your resume to individuals whom you are asking to write letters of recommendation.
- Continue investigating various school options in the fall; become familiar with deadlines.
- Take the SAT or ACT in October or November. Take SAT Subject Tests, if required.
- Try to arrange college visits on teacher work days or holidays.
- Attend "College Day" at your high school's designated location. Talk with college representatives.
- In October, begin completing the Free Application for Federal Student Aid (FAFSA) online at FAFSA.ed.gov. For help with the application, attend FAFSA Day.
- Attend a Financial Aid Workshop held in your area, if you anticipate applying for financial aid.
- Narrow your choice of colleges. The general recommendation is to apply to at least three.
- Complete college applications by designated deadlines. Late January to mid-February is the application deadline for most colleges, but students waiting until then may encounter full programs, full dorms, etc.
- Complete the NC Residency Determination Service at ncresidency.cfnc.org.
- Send mid-year grades to colleges, if requested.
- If you are accepted at more than one school, make the final decision on the college you will attend, and send your acceptance. Notify the other schools that you will be going elsewhere.
- Take math through the senior year.
- Lay the groundwork for recommendations early.
- Request that your final transcript be sent to the college.

Appendix B

WAYNE COUNTY PUBLIC SCHOOLS Future Ready Core 4-Year Graduation Plan

Name: (Last) _____ (First) _____ (Middle) _____ Student #: _____ Grade 9 Entry Date: _____
 HS Counselor: _____ Plan after graduation: ___ Work ___ Military ___ 2-yr. Comm College/ Transfer ___ 4-yr. College/ Univ

Content Area Requirements (minimums noted)	8 th Grade 20__ - 20__ (if applicable)	9 th Grade 20__ - 20__ School: _____	10 th Grade 20__ - 20__ School: _____	11 th Grade 20__ - 20__ School: _____	12 th Grade 20__ - 20__ School: _____	Credits Earned
English (4 Credits)						
Math (4 Credits)						
Science (3 Credits)						
Social Studies (4 Credits)						
Health & PE (1 Credit) [Including cardiopulmonary resuscitation (CPR) instruction]						
Electives (10 - 12 Credits) <i>depending on year entering 9th Grade</i> 10 electives: entering 9 th Grade between 2017 – 2020 12 electives: entering 9 th Grade in 2021 or after <i>(Including 2 credits of Foreign Language for college-bound students)</i>						
Total Credits Earned Per Year	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	TOTAL= 26 or 28 <small>depending on entry into 9th Grade</small>

WAYNE COUNTY PUBLIC SCHOOLS Occupational Prep Course of Study (for specifically identified students with an Individualized Education Plan)

Name: _____ Student #: _____ Counselor: _____
 (Last) (First) (Middle)

Content Area Requirements (minimums noted)	9 th Grade 20__ - 20__ School: _____	10 th Grade 20__ - 20__ School: _____	11 th Grade 20__ - 20__ School: _____	12 th Grade 20__ - 20__ School: _____	Credits Earned
English (4 Credits)					
Math (3 Credits)					
Science (2 Credits)					
Social Studies (2 Credits)					
Health & PE (1 Credit) [Including cardiopulmonary resuscitation (CPR) instruction]					
Career Requirements: (4 Credits) Career & Technical Education Electives					
Occupational Prep Requirements: (6 Credits) OCS Preparation I, II, III, IV*					
Total Credits Per Year	___ out of ___	___ out of ___	___ out of ___	___ out of ___	22 Credit Minimum

* Preparation I, II, III, IV = Completion of 150 hrs. of school-based training, 225 hrs. of community-based training, and 225 hrs. of paid employment.

Wayne County Public Schools Career Clusters

Agriculture, Food & Natural Resources (AGNR)	Architecture & Construction (ARCH)	Arts, A/V, Technology & Communications (AAVC)	Business Mgmt & Administration (BMA)	Finance (FINA)	Health Science (HLTH)	Hospitality & Tourism (HOSP)
<p>7 Career Pathways</p> <p>Animal Science: Animal Science I Animal Science II ♦ OR Ani Sci II - Small Animals ♦</p> <p>Equine Science: Equine Science I Equine Science II ♦</p> <p>Food Products & Processing: Food & Nutrition I Food Science & Tech. ♦</p> <p>Natural Resources: Natural Resources I Natural Resources II ♦</p> <p>Plant Systems: Horticulture I Horticulture II ♦ OR Hort. II - Landscaping ♦ OR Hort. II - Turfgrass Mgmt. ♦</p> <p>Power, Structural & Technical Systems: Agriculture Mechanics I Ag. Mechanics II ♦ OR Ag. Mech II - Small Engines ♦</p> <p>Sustainable Agriculture: Sustainable Ag. Production I Sustainable Ag. Prod. II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>4 Career Pathways</p> <p>Carpentry: Construction Core Carpentry I Carpentry II ♦ <i>Career Pathway Major:</i> Carpentry III</p> <p>Drafting Architectural: Drafting I Drafting II - Arch ♦ <i>Career Pathway Major:</i> Drafting III - Arch</p> <p>Interior Design: Interior Design I Interior Design II ♦</p> <p>Masonry: Construction Core Masonry I Masonry II ♦ <i>Career Pathway Major:</i> Masonry III</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Adobe Academy: Adobe Visual Design Adobe Digital Design ♦ OR Adobe Video Design ♦</p> <p>Apparel & Textile Production: Apparel & Textile I Apparel & Textile II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>3 Career Pathways</p> <p>Entrepreneurship: Entrepreneurship I Entrepreneurship II ♦</p> <p>General Management: Principles of Business & Finance Business Mgmt. I Business Mgmt. II ♦</p> <p>Project Management: Project Mgmt. I Project Mgmt. II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Accounting: Accounting I Accounting II ♦</p> <p>Financial Planning: Principles of Business & Finance Financial Planning I Financial Planning II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Biomedical Technology: Health Science I Biomedical Technology ♦</p> <p>Healthcare Professional: Health Science I Health Science II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Sports & Entertainment Marketing: Sports & Entertainment Marketing I Sports & Entertainment Marketing II ♦</p> <p>Travel & Tourism: Marketing OR Principles of Business & Finance OR Sports & Entertainment Marketing I AND Hospitality & Tourism ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>
<p>Supplemental Technical Courses Agriculture Applications Principles of Family & Human Services</p>	<p>Supplemental Technical Courses Adobe Visual Design Apparel & Textile Prod. I Principles of Family & Human Services Project Management I</p>	<p>Supplemental Technical Courses Marketing Fashion Merchandising Entrepreneurship I Project Management I</p>	<p>Supplemental Technical Courses Marketing Microsoft Excel Accounting I Business Law</p>	<p>Supplemental Technical Courses Microsoft Excel</p>	<p>Supplemental Technical Courses Foundations of Health Science</p>	<p>Supplemental Technical Courses Entrepreneurship I Project Management I</p>
<p>Supplemental Employability Skills Courses: Career Management; Microsoft Word & PowerPoint</p>						

Human Services (HUMA)	Information Technology (INFO)	Law, Public Safety, Corrections & Security (LAW)	Manufacturing (MANU)	Marketing (MRKT)	Science, Technology, Engineering & Mathematics (STEM)	Transportation, Distribution & Logistics (TRAN)
<p>3 Career Pathways</p> <p>Counseling & Mental Health: Counseling & Mental Health I Counseling & Mental Health II ♦</p> <p>Early Childhood Development & Services: Child Development Early Childhood Education I ♦</p> <p>Food & Nutrition: Food & Nutrition I Food & Nutrition II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>4 Career Pathways</p> <p>AP Computer Science: AP Computer Science Principles AP Computer Science ♦</p> <p>Computer Science Principles: Computer Science I Computer Science II ♦</p> <p>Python Programming: Python Programming I Python Programming II ♦</p> <p>SAS Computer Programming: Computer Science I OR AP Computer Science Principles AND SAS Base Programming ♦ <i>Career Pathway Major:</i> AP Computer Science</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>3 Career Pathways</p> <p>Emergency Medical Technology: Emergency Medical Technology I Emergency Medical Technology II ♦</p> <p>Firefighter Technology: Firefighter Technology I Firefighter Technology II ♦ <i>Career Pathway Major:</i> Firefighter Technology III</p> <p>Public Safety: Public Safety I Public Safety II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Advanced Manufacturing: Adv. Manufacturing I Adv. Manufacturing II ♦</p> <p>Welding: Welding Technology I Welding Technology II ♦ <i>Career Pathway Major:</i> Welding Technology III</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Marketing Management: Marketing Marketing Applications ♦</p> <p>Sales: Sales I Sales II ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>3 Career Pathways</p> <p>Drafting Engineering: Drafting I Drafting II - Engineering ♦ <i>Career Pathway Major:</i> Drafting III - Engineering</p> <p>Technology Engineering and Design: Technology Engineering and Design Technological Design ♦</p> <p>PLTW Engineering: PLTW Introduction to Engineering Design OR PLTW Principles of Engineering AND PLTW Digital Electronics ♦ OR PLTW Civil Engineering & Architecture ♦</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>	<p>2 Career Pathways</p> <p>Automotive Services: Automotive Service Fundamentals Automotive Service I Automotive Service II ♦ <i>Career Pathway Major:</i> Automotive Service III</p> <p>Diesel Academy (LCO) - (SWHS Only): Diesel Engine Tech I Diesel Engine Tech II ♦ Diesel Engine Tech III</p> <p><i>Career Pathway Major for all Pathways within Cluster:</i> CTE Advanced Studies</p>
<p>Supplemental Technical Courses Principles of Family & Human Services</p>	<p>Supplemental Technical Courses Microsoft Excel</p>	<p>Supplemental Technical Courses Health Science I Health Science II</p>	<p>Supplemental Technical Courses Project Management I</p>	<p>Supplemental Technical Courses Adobe Visual Design Principles of Business & Finance</p>	<p>Supplemental Technical Courses Marketing Project Management I</p>	<p>Supplemental Technical Courses Project Management I</p>
<p>Supplemental Employability Skills Courses: Career Management; Microsoft Word & PowerPoint</p>						

*Students must complete the two or three course sequence under a particular "Career Pathway" to be a CTE Pathway Concentrator.

**Concentrator course is designated by the ♦ symbol.

***Supplemental courses do NOT count in concentrator status.