

HIGH SCHOOL
PLANNING
GUIDE
2004-2005

www.cms.k12.nc.us

Charlotte-Mecklenburg Board of Education

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Assistant Superintendent for Building Services	Guy Chamberlain	343-6175	343-5911
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Assistant Superintendent for Human Resources	Dr. Barbara Jenkins	343-6610	343-7490
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Assistant Superintendent for Exceptional Children	Dr. Jane Rhyne	343-2646	343-5433
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Assistant Superintendent for High School Curriculum & Instruction	Dr. Lloyd Wimberley	343-6223	343-7445

A Letter from the Superintendent

Dear Students:

The quality and rigor of course selections throughout your high school years are the most important prerequisites for future success. Your choosing wisely now will enable you to acquire the skills and knowledge necessary for a productive future.



The CMS High School Planning Guide for 2004-2005 is designed to help you and your parents/guardians, counselors, and administrators plan the next steps in your education. The courses described in this booklet offer you a variety of rigorous and challenging courses that will provide you with a solid academic foundation to meet your goals, a clear path to future educational opportunities, and an opportunity to explore and develop entry-level job skills.

Review the enclosed information carefully so that you will make sound choices to help you meet the challenges that the future brings. I am proud of you and wish you the best of luck in your high school pursuits.

Sincerely,

A handwritten signature in black ink, which appears to read "James L. Pughsley". The signature is stylized and written over the printed name.

James L. Pughsley, Ed.D.
Superintendent
Charlotte-Mecklenburg Schools

Note:

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

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes. For further information about CMS High Schools, visit the CMS website www.cms.k12.nc.us.

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GRADUATION REQUIREMENTS EXHIBIT IKF-E CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS CLASSES OF 2004 & 2005

Course of Study	Career Prep	College Tech Prep	College/University Prep	Occupational
Content Area				
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Integrated Math I, II, & III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	2 Credits Occupational Science I, II
Social Studies	3 Credits ELPS US History World Studies	3 Credits ELPS US History World Studies	3 Credits ELPS US History World Studies	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	0 Credits
Second Language	0 Credits (1 recommended)	1 Credit (2 recommended); Eff: 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language*	2 Credits (3 recommended); Courses must be in the same second language. Eff: 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	0 Credits
Health & Physical Education	2 Credits	2 Credits	2 Credits	1 Credit
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course	0 Credits	4 Credits CTE electives
Arts Education	1 Credit	1 Credit	1 Credit	0 Credit
Occupational	0 Credits	0 Credits	0 Credits	6 Additional credits beyond the 4 CTE credits in Career/Technical.
Electives	6 Credits	5 Credits	8 Credits	0 Credits
Other Requirements	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Computer proficiency as specified in the IEP ▪ No NC Competency Test required ▪ Completion of IEP objectives ▪ Career Portfolio required
Total	28 credits	28 credits	28 credits	22 credits
* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.				

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS CLASS OF 2006

Courses of Study

Course of Study	Career Prep	College Tech Prep	College/University Prep	Occupational
Content Area				
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Integrated Math I, II, & III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	2 Credits Occupational Science I, II
Social Studies	3 Credits ELPS US History World Studies	3 Credits ELPS US History World Studies	3 Credits ELPS US History World Studies	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	0 Credits
Second Language	1 Credit (2 recommended) Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	1 Credit (2 recommended) Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	1 Credit (2 recommended), Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language. Courses must be in the same second language.*	0 Credits
Health & Physical Education	2 Credits	2 Credits	2 Credits	2 Credits
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Ed.
Arts Education	1 Credit	1 Credit	1 Credit	1 Credit
Occupational	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ Prep Lab: 2 Credits School-based training (300 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
Electives	5 Credits	5 Credits	8 Credits	0 Credits
Other Requirements	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Computer proficiency as specified in the IEP ▪ No NC Competency Test required ▪ Completion of IEP objectives ▪ Career Portfolio required
Total	28 credits	28 credits	28 credits	28 credits
* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.				

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS CLASS OF 2007

Courses of Study

Course of Study	Career Prep	College Tech Prep	College/University Prep	Occupational
Content Area				
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Integrated Math I, II, & III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	2 Credits Occupational Science I, II
Social Studies	3 Credits US History Civics & Economics World History	3 Credits US History Civics & Economics World History	3 Credits US History Civics & Economics World History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	0 Credits
Second Language	1 Credit (2 recommended) Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	1 Credit (2 recommended), Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	2 Credits (3 recommended) Eff. 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language. Courses must be in the same second language.*	0 Credits
Health & Physical Education	2 Credits	2 Credits	2 Credits	2 Credits
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Ed.
Arts Education	1 Credit	1 Credit	1 Credit	1 Credit
Occupational	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ Prep Lab: 2 Credits School-based training (300 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
Electives	5 Credits	5 Credits	8 Credits	0 Credits
Other Requirements	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Computer proficiency as specified in the IEP ▪ No NC Competency Test ▪ Completion of IEP objectives ▪ Career Portfolio required
Total	28 credits	28 credits	28 credits	28 credits

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

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2008

Courses of Study

Course of Study	Career Prep	College Tech Prep	College/University Prep	Occupational
Content Area				
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, or Integrated Math I, II, & III	4 Credits Alg. I, Geometry, Alg II, or Integrated Math I, II, & III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	3 Credits A physical science Biology Earth/Environmental Science	2 Credits Occupational Science I, II
Social Studies	3 Credits US History Civics & Economics World History	3 Credits US History Civics & Economics World History	3 Credits US History Civics & Economics World History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	0 Credits
Second Language	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language. Eff: 2004 – 05 school year, students may satisfy requirement by showing proficiency in a second language.*	0 Credits
Health & Physical Education	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Ed.
Occupational	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ Prep Lab: 2 Credits School-based training (300 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
Electives	8 Credits	8 Credits	10 Credits	2 Credits
Other Requirements	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Show proficiency on the NC Test of Computer Skills ▪ Pass the NC Competency Test 	<ul style="list-style-type: none"> ▪ Computer proficiency as specified in the IEP ▪ No NC Competency Test required ▪ Completion of IEP objectives ▪ Career Portfolio required
Total	28 credits	28 credits	28 credits	28 credits
* Details for Second Language requirements are set forth in Regulation IKF-R, Sec. V. D.				

High Schools

	Phone (980)
Phillip O. Berry Academy of Technology 1430 Alleghany Street	343-5992
Butler 1810 Matthews-Mint Hill Road, Matthews	343-6300
Derita Alternative 2300 W. Sugar Creek Road	343-5231
East Mecklenburg 6800 Monroe Road	343-6430
Garinger 1100 Eastway Drive	343-6450
Harding University 2001 Alleghany Street	343-6007
Hopewell 11530 Beatties Ford Road	343-5988
Independence 1967 Patriot Drive	343-6900
Midwood/Tate TAPS 1817 Central Avenue	343-6011
Myers Park 2400 Colony Road	343-5800
North Mecklenburg 11201 Old Statesville Road, Huntersville	343-3840
Northwest School of the Arts 1415 Beatties Ford Road	343-5500
Olympic 4301 Sandy Porter Road	343-3800
Providence 1800 Pineville-Matthews Road	343-5390
South Mecklenburg 8900 Park Road	343-3600
Vance 7600 IBM Drive	343-5284
E.E. Waddell 7030 Nations Ford Road	343-6769
West Charlotte 2219 Senior Drive	343-6060
West Mecklenburg 7400 Tuckaseegee Road	343-6080

Arts Education

Dance

8968 Dance (s)

Music

8422 Concert Band 1
 8424 Concert Band 2
 8425 Concert Band 3
 8346 Concert Band 4
 8554 Marching Band 1 (s) (Fall)
 8325 Marching Band 2 (s) (Fall)
 8335 Marching Band 3 (s) (Fall)
 8345 Marching Band 4 (s) (Fall)
 8567 Symphonic Band 1
 8568 Symphonic Band 2
 8337 Symphonic Band 3
 8347 Symphonic Band 4
 8318 Wind Ensemble 1
 8328 Wind Ensemble 2
 8338 Wind Ensemble 3
 8348 Wind Ensemble 4
 8423 Jazz Ensemble 1
 8532 Jazz Ensemble 2

8533 Jazz Ensemble 3
 8349 Jazz Ensemble 4
 8421 Orchestra 1
 8530 Orchestra 2
 8531 Orchestra 3
 8527 Orchestra 4
 8410 Chorus 1
 8411 Chorus 2
 8412 Chorus 3
 8842 Chorus 4
 8401 Women's Ensemble 1
 8534 Women's Ensemble 2
 8535 Women's Ensemble 3
 8832 Women's Ensemble 4
 8402 Men's Ensemble 1
 8536 Men's Ensemble 2
 8537 Men's Ensemble 3
 8836 Men's Ensemble 4

Performing Arts

8406 Concert Choir 1
 8407 Concert Choir 2

8408 Concert Choir 3
 8801 Concert Choir 4
 8405 Chamber Choir 1
 8540 Chamber Choir 2
 8541 Chamber Choir 3
 8803 Chamber Choir 4
 8416 Music Theory I
 8417 Music Theory 2
 8811 AP Music Theory

Theatre

1070 Theatre I
 1071 Theatre II
 1072 Theatre III
 1082 Theatre IV
 8480 Technical Theatre I
 8481 Technical Theatre II
 8359 Technical Theatre III
 8360 Technical Theatre IV

- Courses in a sequence (such as Concert Band 1, 2, 3, and 4) require the previous course to be passed before taking the next higher level course.
- Students who demonstrate exceptional ability may be placed in a higher level course with teacher recommendation.
- Some performing arts ensembles are open by audition only. For more information, contact your music teacher.
- For classroom study and home practice, each orchestra or band student must own or rent an instrument and all appropriate materials and accessories.

Performing Arts Course Descriptions

Concert Band

Concert Band 1 (8422), Concert Band 2 (8424), Concert Band 3 (8425), Concert Band 4 (8346)

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

Marching Band

Semester Courses: Marching Band 1 (8554), Marching Band 2 (8325), Marching Band 3 (8335), Marching Band 4 (8345)

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

Symphonic Band

Symphonic Band 1 (8567), Symphonic Band 2 (8568), Symphonic Band 3 (8337), Symphonic Band 4 (8347)

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

Prerequisite: Demonstrated Ability/Teacher Recommendation

Wind Ensemble

Wind Ensemble 1 (8318), Wind Ensemble 2 (8328), Wind Ensemble 3 (8338), Wind Ensemble 4 (8348)

Level 6 performance standards are achieved through the study of grade 5 and 6 band literature. The wind ensemble performs the most difficult literature and includes the most

advanced student musicians. Opportunities for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Jazz Ensemble

Jazz Ensemble 1 (8423), Jazz Ensemble 2 (8532), Jazz Ensemble 3 (8533), Jazz Ensemble 4 (8349)

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Orchestra

Orchestra 1 (8421), Orchestra 2 (8530), Orchestra 3 (8531), Orchestra 4 (8527),

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

Chorus

Year Courses: Chorus 1 (8410), Chorus 2 (8411), Chorus 3 (8412), Chorus 4 (8842)

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

Women's Ensemble

Year Courses: Women's Ensemble 1 (8401), Women's Ensemble 2 (8534), Women's Ensemble 3 (8535), Women's Ensemble 4 (8832)

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

Prerequisite: Demonstrated Ability/Teacher Recommendation

Men's Ensemble

Year Courses: Men's Ensemble 1 (8402), Men's Ensemble 2 (8536), Men's Ensemble 3 (8537), Men's Ensemble 4 (8836)

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

Prerequisite: Demonstrated Ability/Teacher Recommendation

Concert Choir

Concert Choir 1 (8406), Concert Choir 2 (8407), Concert Choir 3 (8408), Concert Choir 4 (8801)

These courses are for advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director.

Prerequisite: Demonstrated Ability/Teacher Recommendation

Chamber Choir

Chamber Choir 1 (8405), Chamber Choir 2 (8540), Chamber Choir 3 (8541), Chamber Choir 4 (8803)

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

Prerequisite: Demonstrated Ability/Teacher Recommendation

Music Theory

Music Theory 1 (8416), Music Theory 2 (8417), AP Music Theory (8811)

This class is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. The course deals with the technique of written composition, ear training, form, analysis, aesthetics, and psychology of sounds.

Prerequisite: At least two years of prior study in music are required, as well as a thorough knowledge of the system of musical notation

Theatre

Year Courses: Theatre I (1070), Theatre II (1071), Theatre III (1072), Theatre IV (1082), Theatre V (1083)

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

Technical Theatre

Year Courses: Technical Theatre I (8480), Technical Theatre II (8481), Technical Theatre III (8359), Technical Theatre IV (8360)

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

Dance Courses

Explanation of Various Course Levels

Students are placed in dance classes based upon audition and faculty assessment of the individual's skills and performance in each dance form and level. Each level builds upon the skills accomplished at the previous level and increases in difficulty with each course. Mastery of each level is required before promotion to the next level.

Dance (8968) (s)

Explore the qualities of movement and the critical elements that influence movement. Expand movement vocabulary through improvisational assignments. Develop technical proficiency in several different schools of modern dance technique. Style, performance quality, and dynamics are emphasized. Experience basic levels of choreography in elements of time, space, and energy. Participate in the creation and performance of group and individual compositions.

Jazz Dance (8954)

Develop correct body alignment and technique for rhythmical, percussive and lyrical jazz dance styles of movement. Perform historical jazz dances and create an original jazz dance from a selected period. Examine and practice various forms of dance criticisms.

Dance Repertory 1 & Dance Repertory 2 (8517, 8518) (Two courses combined for a year course.)

Identify choreographic devices and structures utilized in dance works in a variety of dance styles. Demonstrate a working knowledge of these devices and structures.

Dance Repertory 3 & Dance Repertory 4 (8528,8529) (Two courses combined for a year course.)

A continuation of Repertory I & II, which provides excellent opportunities to learn and to create technically challenging choreography. This course is for the most technically proficient dance students.

Choreography (8896) (s)

Emphasis is on highly structured dance studies. Manipulating time, space, and energy for their aesthetic possibilities for choreography while exploring music and sound for accompaniment is a focus. Stress is placed upon individual choreographic development as well as the development of critical and analytical skills.

Visual Arts

Visual Arts		8445	Studio Art IV AP	8461	Photography I	8454	Ceramics II
8441	Art I	8472	Studio Art V AP	8462	Photography II	8455	Ceramics III
8442	Art II	8450	Crafts I	8463	Photography III	8456	Ceramics IV
8443	Art III	8451	Crafts II	8779	Photography IV	8604	Art History
8444	Art IV	8452	Crafts III	8464	Photojournalism	8473	Art History AP
		8471	Crafts IV	8453	Ceramics I		

Art I (8441)

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

Art II (8442)

Emphasis is placed on the elements and principles of design and further exploration of the art processes and techniques in the areas of drawing, printmaking, fine crafts, sculpture, art history, and overall curriculum

connections. Students are prepared in Art II to make choices for more advanced work in art. Design concepts are stressed.

Prerequisite: Art I

Art III (8443)

This course is for those students who desire a concentrated study of the fine arts.

Students will be guided in the process of establishing goals, developing individual styles, becoming familiar with art schools and careers, and developing the work habits that will enable success in the fields

of art. Students are prepared in Art III to make choices for more advanced work in art. **Prerequisite: Art II**

Art IV (8444)

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

Visual Arts Course Descriptions

Studio Art IV AP (8445)

This course follows the outline as provided by the Advanced Placement Program with special emphasis on advanced drawing techniques, 2 dimensional or 3 dimensional design. Students at this level will be required to exhibit their work in a one-person show at the end of the year. Students should be prepared to submit an AP portfolio to College Board in May. **Prerequisite: Art II, Art III, portfolio samples, Instructor recommendation**

Studio Art V AP (8472)

This course follows the outline as provided by the Advanced Placement Program with special emphasis on advanced drawing techniques, 2 dimensional or 3 dimensional design and enables students to complete a second AP Studio Art portfolio. Students at this level will be required to exhibit their work in a one-person show at the end of the year. Students should be prepared to submit an AP portfolio to College Board in May. **Prerequisite: Art IV AP**

Crafts I (8450)

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

Crafts II (8451)

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

Crafts III (8452)

Students will be equipped with background and experiences provided so they will have the security and self-motivation to set their

own goals and devise means for achieving those goals in a directed studio situation.

Prerequisite: Crafts II

Crafts IV (8471)

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

Prerequisite: Crafts III

Photography I (8461)

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

Photography II (8462)

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

Photography III (8463)

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

Photography IV (8779)

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

Prerequisite: Photography III

Photojournalism (8464)

Photojournalism is an advanced level course which explores the field of image and text with an emphasis on the commercial, business, and journalistic applications and aspects of photography.

Prerequisite: Photography III, Photography IV, Instructor recommendation

Ceramics I (8453)

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

Ceramics II (8454)

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

Prerequisite: Ceramics I

Ceramics III (8455)

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

Prerequisite: Ceramics II

Ceramics IV (8456)

In Ceramics IV, students with a special interest in clay will continue to improve

production methods learned in Ceramics III. Advanced hand building and decorating techniques are learned. Ceramics IV presents a focus on the expressive qualities of form and surface and offers a wide range of creative possibilities.

Prerequisite: Ceramics III

Art History (8604)

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

Art History AP (8473)

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

English

English		Electives					
1009	English I	8501	Newspaper I	8502	Yearbook I	1124	Debate II
1022	English II	8508	Newspaper II	8504	Yearbook II	1125	Debate III
1032	English III	8506	Newspaper III	8507	Yearbook III	1122	Debate IV
1042	English IV	8509	Newspaper IV	8510	Yearbook IV	1131	Library Science and Information
				1123	Debate I		

English Course Descriptions

English I (1009)

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

English II (1022)

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

English III (1032)

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

English IV (1042)

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

English III AP (1034)

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

English IV AP (1059)

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

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

Debate I (1123)

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

Debate II (1124)

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

Debate III (1125)

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

Debate IV (1122)

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

Newspaper I (8501)

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

Newspaper II (8508)

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

Newspaper III (8506)

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

Newspaper IV (8509)

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

Yearbook I (8502)

Students learn basic photography, layout,

and copy writing and assist in the production of the school yearbook.

Yearbook II (8504)

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

Yearbook III (8507)

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

Yearbook IV (8510)

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

Library Science and Information Studies (1131)

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

Freshman Seminar (1695)

For **incoming ninth graders** making the transition from middle school to the individual-oriented high school life. Its focus is on developing interpersonal skills, personal goals, problem-solving, communication skills, and time management as well as a variety of other topics which will help make high school a successful experience.

Second Language

Students in the College/University Prep Course of Study meet the second language requirement by taking two (2) units of the same language in sequence.

Second Language	5210	Spanish I	5251	Spanish V AP Language	5910	Latin I
5110 French I	5220	Spanish II	5255	Spanish VI AP Literature	5920	Latin II
5120 French II	5256	Spanish II - Native Speakers	5310	German I	5930	Latin III
5130 French III			5320	German II	5940	Latin IV AP Vergil
5140 French IV	5230	Spanish III	5330	German III	5951	Latin V AP Literature
5151 French V AP Language	5258	Spanish III - Native Speakers	5340	German IV	5610	Japanese I
5155 French VI-AP Literature	5240	Spanish IV	5351	German V AP	5620	Japanese II
			5360	German VI	5854	Japanese III
					5624	Japanese IV

Courses in a sequence require the previous course to be passed before taking the next higher level course.

Grade 9	Grade 10	Grade 11	Grade 12
French I French II	French I French II French III	French I French II French III French IV	French I French II French III French IV French V AP French VI AP
German I German II	German I German II German III	German I German II German III German IV	German I German II German III German IV German V AP
Latin I Latin II	Latin I Latin II Latin III	Latin I Latin II Latin III Latin IV AP Vergil Latin V AP Lit.	Latin I Latin II Latin III Latin IV AP Vergil Latin V AP Literature
Spanish I Spanish II	Spanish I Spanish II Spanish III	Spanish I Spanish II Spanish III Spanish IV	Spanish I Spanish II Spanish III Spanish IV Spanish V AP Language Spanish VI AP Language

Second Language Course Descriptions

French I (5110), Spanish I (5210), German I (5310)

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

French II (5120), Spanish II (5220), German II (5320)

Level II of foreign language study continues the development of language skills. Culture is integrated as an on-going part of language study. Classes are conducted in the target language.

Prerequisite: 1A or 1B sequence or Level I of the same foreign language

French III (5130), Spanish III (5230), German III (5330)

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

Prerequisite: Level II of the same foreign language

French IV (5140), Spanish IV (5240), German IV (5340)

Level IV of foreign language study continues the development of language skills, study of history and introduction to literary works.

Prerequisite: Level III of the same foreign language

French V - (5151), Spanish V - AP Language - (5251), German V - (5351)

AP foreign language courses follow a prescribed course of study designed by the College Board that prepares students to take the AP language exam. **Prerequisite:** Level IV of the same foreign language or recommendation of the teacher

French VI - AP Literature (5155), Spanish VI AP Literature (5255)

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

IBMYP French II (5123), IBMYP Spanish II (5223), IBMYP German II (5323)

IBMYP level II language courses expand the listening, speaking, reading and writing skills developed in level I. The courses emphasize daily oral participation and students begin their introduction to authentic texts. Culture is an integral part of language study.

Prerequisite: 1A/1B sequence or Level I of the same foreign language

IBMYP French III (5133), IBMYP Spanish III (5233), IBMYP German III (5334)

IBMYP level III language courses prepare students to achieve intermediate grammatical and communicative competency. The introduction of literary and non-literary works enhances communication skills and culture awareness. **Prerequisite:** IBMYP Level II of the same foreign language

IB French IV (5143), IB Spanish IV (5243), IB German IV (5343)

IB level IV language courses include a comprehensive grammar review, continued development of writing skills, understanding of culture through readings and the study of current events. IB exit criteria are used to evaluate student's progress. **Prerequisite:** IBMYP Level III of the same foreign language

IB French V (5153), IB Spanish V (5253), IB German V (5353)

IB level V language courses prepare students to use the target language appropriately in a variety of academic and social contexts. Students use communication skills to read, discuss and write about a variety of written

works and current political and social events. IB exit criteria are used to evaluate student progress. **Prerequisite:** IB Level IV of the same foreign language

Spanish II - Native Speakers (5256)

Spanish for Spanish Speakers is designed to enhance reading and writing skills of students whose primary language is Spanish. The course also provides Spanish speakers with the opportunity to read and discuss various genres of literary works. In addition, students focus on current events as they affect Spanish-speakers throughout the world. This course prepares students for Level III and above.

Prerequisite: Spanish as a primary language or recommendation of teacher.

Spanish III - Native Speakers (5258)

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

Latin I (5910)

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

Latin II (5920)

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

Latin III (5930)

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

Latin IV-AP Vergil (5940)

Latin IV-AP Vergil follows a prescribed sequence of study developed by the College Board. Emphasis is given to reading, translation, meter, scansion, figures of speech and pertinent Roman culture which prepares the student for the AP Vergil Exam.

Prerequisite: Latin III

IB Latin IV (5955)

The focus of IB Latin IV is on unadopted translation and literary analysis. Concentration is given to the works of Ovid. Other authors studied include: Cicero, Vergil, Horace and Tacitus. **Prerequisite:** Latin III

Latin V-AP Literature (5951)

Latin V-AP Literature follows a prescribed sequence of study developed by the College Board. Students study the works of authors

such as Ovid, Catullus, Cicero and Horace. Emphasis is given to reading, interpretation and translation of passages, which prepares the student for the AP Latin Literature Exam. **Prerequisite:** Latin III

Japanese I (5610)

Japanese I is an introductory course in Japanese that emphasizes communication and introduces hiragana, katakana and limited kanji. Vocabulary and situational dialog are emphasized in the oral component. Short memos, messages and signage are emphasized in the reading and writing.

IB Japanese I (5611)

IB Japanese I is an accelerated program that emphasizes all four skills: speaking, listening, reading and writing in context. It approaches the study of Japanese from a thematic and functional perspective. Students learn to write using hiragana, katakana and kanji and to read both narrative and authentic texts.

Japanese II (5620)

Japanese II continues the development of the listening, speaking, reading and writing skills developed in Japanese I. Students are expected to function in meaningful, situational dialogs with others as well as developing skills in writing narratives. **Prerequisite:** Japanese I

IB Japanese II (5621)

IB Japanese II continues to develop the skills introduced in IB Japanese I. Students learn to converse with native speakers, write essays using hiragana, katakana and kanji and read materials abridged from Japanese print sources. **Prerequisite:** IB Japanese I

Japanese III (5854)

Japanese III is a continuation of the oral and written communication skills developed in Japanese I and II. Students are introduced to kanji and begin to use more complex situational and contextual language.

Prerequisite: Japanese II

Japanese IV (5624)

Japanese IV focuses on the use of kanji and the introduction of complex grammatical structures. Students work to refine writing skills while demonstrating strong oral/aural competence. This course prepares students to take the Japanese Language Proficiency Test.

Prerequisite: Japanese III

Health and Physical Education

Health		Electives	
8973	Healthful Living (s)	8496	Aerobics 1
8991	Personal Health Issues (s)	8497	Aerobics 2
Physical Education		8498	Aerobics 3
8905	Lifetime Sports and Fitness (s)	8916	Physical Conditioning I
8967	Principles of Physical Education(s)	8917	Physical Conditioning 2
		8918	Physical Conditioning 3
		8922	Sports Medicine I
		8923	Sports Medicine 2
		8924	Sports Medicine 3
		8915	Team Sports

Courses in sequence such as Physical Conditioning I, 2, 3 require the previous course to be passed before taking the next higher level course.

Students who demonstrate **exceptional** ability may be placed in a more advanced course with approval of the PE department chairperson, course teacher, and teacher recommendation.

Health and Physical Education Course Descriptions

Electives

Health

Healthful Living (8973-s)

This is the introductory high school health education course. During the semester, the learner will be provided with the opportunity to develop skills related to healthful living. Skill development occurs both through study of the skills and through application of the skills to healthful living topics and behaviors. Self-esteem building, behavior self-management, and communication skills are integrated with course content. Course content includes facts related to stress management, alcohol and other drugs, nutrition/weight management, protection of self and others, family living, human sexuality and ethical behavior, relationships and personal fitness.

Personal Health Issues (8991-s)

This semester course provides the learner with the opportunity to develop skills related to adult and family responsibilities. Emphasis is placed on personal evaluation and use of health facts, feelings and behaviors. Choice and decision-making skills are integrated with facts and situations related to the following healthful living topics: health risks, stress management, substance abuse, nutrition/weight management, self protection, relationships and personal fitness.

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

FLEBHS lessons will enable adolescents to develop the skills needed to practice abstinence until marriage, to know the consequences of sexual intercourse and know why it is inappropriate at their age. FLEBHS curriculum is designed to help adolescents understand themselves as sexual beings, and to utilize this knowledge in a responsible manner. It also provides adolescents with opportunities to look at issues, identify feelings and clarify family personal values before they make decisions related to relationships and sexual behaviors. Instruction includes more than basic biological facts about reproductive anatomy

and physiology. It deals with sexuality issues and how they impact the total person. It also encourages communication between teens, parent(s)/guardian(s), peers and significant others about sexuality.

If the parent/guardian does not wish for their child to participate in the FLEBHS unit, the student exemption form must be signed by the parent/guardian. The Request for Student Exemption form can be found in the FLEBHS Parent Packet, which is sent home with every student two weeks prior to FLEBHS instruction. The alternative unit of study consists of an individual contract of activities, essays and projects dealing with the study of health, (i.e. the history of health, care of teeth, consumer health education, disease, systems in the human body, smoking, old age, and medical procedures).

Physical Education

Principles of Physical Education (8967-s)
Provides the learner with skills for an active lifestyle. Emphasis is placed on developing a competent level of skill in at least two novel movement forms and demonstrating social responsibility and fair play in physical activity settings. Students will identify community resources to maintain physical activity and demonstrate regular participation in health-enhancing and personally rewarding physical activity.

Lifetime Sports and Fitness (8905-s)

Establishes an action plan for personal physical fitness and wellness, based on training principles, data, and interests. Students will demonstrate skill proficiency in at least one lifetime sport or activity, and advanced knowledge of movement, problem solving (strategies/tactics), and social concepts in at least two lifetime sports or activities.

Team Sports (8915)

Focus is on refinement of sports skills more complex team playing situations. Exploration and analysis of offensive and defensive team strategies will be a focus.

Physical Conditioning I (8916)

Acquire knowledge about overload, progression, and the FITT guidelines in a conditioning program while learning to set realistic goals. Proper form and technique of exercise and weight training will be the focus of this course.

Physical Conditioning 2 (8917)

Develop and refine a physical conditioning program that includes the five fitness components (aerobic, flexibility, muscular strength and endurance, and body composition). Conditioning goals will be achieved through physical activities and the utilization of weight training equipment.

Physical Conditioning 3 (8918)

Develop a higher level of physical conditioning by using previous course knowledge to design a safe conditioning program. Conditioning programs will be monitored and revised to achieve personal fitness goals in the five components of fitness.

Sports Medicine 1 (8922)

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

Sports Medicine 2 (8923)

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

Sports Medicine 3 (8924)

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

Prerequisite: Sports Medicine 1 and 2

Aerobics 1 (8496), Aerobics 2 (8497), Aerobics 3 (8498), Aerobics 4 (8500)

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

Mathematics

2100 Algebra I	2065 Technical Statistics	2603 Algebraic Thinking II	2409 Calculus BC AP
2200 Geometry	2300 Algebra II	2418 Pre-Calculus Concepts	2430 AP Computer Science
2203 Geometry Adv	2413 Algebra II Advanced	2425 Pre-Calculus Honors	2408 Statistics AP
2017 Geometry Honors	2424 Algebra II Honors	2450 Discrete Mathematics	2599 Advanced Functions and Modeling
2043 Technical Math I	2602 Algebraic Thinking I	2420 Calculus	
2053 Technical Math II		2421 Calculus AB AP	

Mathematics

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

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Tech Math I Geometry	Tech Math II Algebra II	Tech Statistics Advanced Functions & Modeling
Algebra I	Tech Math I Geometry	Tech Math II Algebra II	Tech Statistics Advanced Functions & Modeling Pre-Calculus Concepts Pre-Calculus Honors
Tech Math I Geometry	Tech Math II Algebra II	Tech Statistics Advanced Functions & Modeling Pre-Calculus Concepts Pre-Calculus Honors	Advanced Functions & Modeling Discrete Math Pre-Calculus Concepts AP Statistics Ap Calculus AB
		IB Math Studies I IB Math Methods I IB Higher Level Math I	IB Math Studies II IB Math Methods II IB Higher Level Math II
Algebra II	Advanced Functions & Modeling Pre-Calculus Concepts Pre-Calculus Honors	Pre-Calculus Concepts Advanced Functions & Modeling Discrete Math AP Calculus AB AP Statistics	Discrete Math AP Calculus AB AP Calculus BC AP Statistics
	IB Math Studies I IB Math Methods I IB Higher Level Math 1	IB Math Studies II IB Math Methods II IB Higher Level Math 2	AP Calculus AB AP Statistics IB Higher Level Math 3

Mathematics Course Descriptions

Algebra I (2100)

The study of such topics as symbols, sets, variables, open sentences, equations, problem solving, graphs, polynomials, and functions.

Geometry (2200), Geometry Honors (2017), Geometry Adv. (2203)

A logical and organized study of the use of undefined terms, definitions, postulates, and theorems. **Prerequisite: Algebra I**

Technical Math I (2043)

This course is for those students who are interested in pursuing technical careers. It is a laboratory problem solving class. Topics

include: Calculator Use, Measuring, Using Graphs, Charts, Tables, and Data, and Working with Shapes and Vectors. All problems are related to real-life situations.

Prerequisite: Algebra I

Technical Math II (2053)

This laboratory based course emphasizes working with statistics, probabilities, trigonometric functions, factoring, and systems of equations. Students will learn to apply geometry to problems, solve problems with computers, and practice quality assurance and process control. **Prerequisite: Technical Math I**

Technical Statistics (2065)

This laboratory course emphasizes working with statistics and probability.

Prerequisite: Technical Math I and Technical Math II

Algebra II (2300), Algebra II Honors (2424), Algebra II Advanced (2413)

This course includes a review and extension of many of the topics of algebra I. It also includes irrational and complex numbers, quadratic equations, functions, logarithms, and problem solving. The class also includes trigonometric topics. **Prerequisite: Algebra I and Geometry**

Advanced Functions and Modeling (2599)

This course provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. No extra quality point is awarded for this course.

Pre-Calculus Concepts (2418)

This is the introductory pre-calculus course. Topics included in this class are the study of elementary functions (linear, quadratic, and polynomial), trigonometric functions, analytic geometry, sequences and series, logarithms, conic sections, and complex numbers. Graphing calculators are used to investigate relations between functions and to find graphic solutions to a variety of problems. This course is not the prerequisite for calculus advanced and assumes no prior exposure to trigonometry. **Prerequisite: Algebra II**

Pre-Calculus Honors (2425)

This pre-calculus course includes a thorough, graphing calculator based treatment of all types of functions (polynomial, rational, transcendental, trigonometric, logarithmic, and exponential), parametric and polar equations, matrices, sequences and series, and statistics. This is a more rigorous course than regular pre-calculus and assumes an introductory knowledge of trigonometry. Students are taught to solve problems from a graphical as well as an algebraic approach. Applications of the topics taught are stressed and reinforced. **Prerequisite: Algebra II AG**

Algebraic Thinking I (2602) and II (2603)

Algebraic Thinking I and II courses are

designed to address the major content necessary to be successful in Algebra I and higher level mathematics courses. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment. Algebraic Thinking I receives only general elective credit and NO math credit.

Discrete Mathematics (2450)

Discrete mathematics is described by many as the math of our time. It is the study of objects and ideas that can be divided into "separate" or "discontinuous" parts such as data sets. Discrete mathematics allows student to explore unique problems that are not always solvable through equation or formulas. Students are called on to solve problems by developing a model or analyzing special cases to arrive at a solution. Topics covered include graph theory, matrices, recursion, counting theory, and stochastic choices. **Prerequisite: Pre-Calculus AG/Concepts**

Calculus (2420)

This course of differential and integral calculus includes such topics as analytical geometry, limits, related rates, maxima and minima, areas, volumes, and various methods of integration. **Prerequisite: Pre-Calculus**

Calculus AB AP (2421)

Course work includes differential and integral calculus, analytical geometry, limits, related rates, maxima and minima, areas, volumes, and various methods of integration. This course will follow the outline established by the advanced placement program available in the high school guidance office. **Prerequisite: Pre-Calculus AG**

Calculus BC AP (2409)

Course continues work with differential and integral calculus. The course will follow the outline established by the AP program available in the high school guidance office.

Prerequisite: Calculus AB AP

Statistics AP (2408)

This course will follow the outline established by the Advanced Placement Program available in the high school guidance office. In addition students must use a calculator with statistical capabilities.

Prerequisites: Algebra II Honors

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

AP Calculus*

AP Statistics*

Pre-Calculus (formerly Advanced Math)

Discrete Mathematics

IB Mathematics Level II

Integrated Mathematics IV

Advanced Functions and Modeling (new course)

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Science

Physical Sciences Offerings (any of these meet the physical science requirement)

3007	Physical Science
3020	Physical Science Adv
3008	Physical Science Honors
3211	Chemistry I
3212	Chemistry I Adv
3213	Chemistry I Honors
3221	Chemistry II
3223	Chemistry AP (2 periods)
3309	Physics I
3311	Physics I Adv
3314	Physics B AP (2 periods)
3317	Active Physics
7640	Principles of Technology I
7644	Principles of Technology II

Other Physical Science Offerings

3315	Physics C AP
3420	Biochemistry
3421	Biochemistry Honors

Biological Sciences Offerings (*one of these meets the Biology requirement)

*	3113	Biology I
*	3114	Biology I Adv
*	3115	Biology I Honors
	3122	Biology II
	3123	Biology II Honors
	3125	Biology AP (2 periods)
	3053	Human Anatomy & Physiology
	3054	Human Anatomy & Physiology Honors
	3416	Microbiology
	3014	Greenhouse Biology

Environmental/Earth Science Offerings

***One of these meets the Earth/Environmental Science graduation requirement

***	3024	Earth/Environmental Science
***	3046	Earth/Environmental Science Advanced
***	3951	Earth/Environmental Science Honors
	3012	Earth Science
	3031	Earth Science Advanced
	3991	Environmental Science
	3950	Environmental Science Adv
***	3989	Environmental Science AP

Other Environmental/ Earth Science Offerings

3400	Astronomy
3022	Oceanography/Marine Science

Science courses required for high school graduation:

- Biology
- a physical science course
- an earth/environmental science course

AP Sciences

Biology AP (3125) (2 periods) (w/3135)

Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology.

Prerequisite: Biology I, Chemistry I

Chemistry AP (3223) (2 periods) (w/3233)

Students will develop an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data.

Prerequisite: Chemistry I, Algebra II

Physics B AP (3314) (2 periods) (w/3324)

Non-calculus college course in general physics. **Prerequisite:** Algebra II. EOC required.

Physics C AP (3315)

Calculus-based college course emphasizing mechanics, electricity and magnetism. **Prerequisite:** Calculus (and Physics I or I Advanced)

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

Environmental Science AP (3989)

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

Prerequisite: Biology I, Algebra I, Geometry, Chemistry

Science Course Descriptions

Physical Sciences

Physical Science (3007), Physical Science Adv (3020), Physical Science AG (3008)

This course provides a basic knowledge of chemistry and physics. Emphasis will be placed on the integration of the following topics: structure of atoms, structure and properties of matter, motions and forces, and conservation of energy, matter and charge.

Chemistry I (3211) Chemistry I Adv (3212) Chemistry I AG (3213)

Students study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter.

Prerequisite for regular Chemistry: Algebra I, Geometry Concurrent. **Prerequisite for Adv/JAG:** Chemistry, Algebra I, Geometry

Chemistry II (3221)

The nature of chemistry, atomic structure, periodicity, redox reactions, kinetic theory of gases, chemical calculations are continued in this course. **Prerequisites:** Chemistry I

Physics I (3309); Physics I Honors (3311)

This course explores fundamentals of the physical world of matter, energy, basic mechanics and particle physics. **Prerequisite:** Geometry, Algebra II

Active Physics (3317)

This course is specifically designed to explore the principles of physics through a thematic and activity-based approach. Themes covered include communication, home, medicine, prediction, sports, and transportation.

Principles of Technology I (7640), Principles of Technology II (7644)

Provides a hands-on approach to understanding principles and concepts of technology, physical science, and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. **Principles of Technology I Prerequisite:** Algebra I and Fundamentals of Technology recommended. **Principles of Technology II Prerequisite:** Principles of Technology I.

Biological Sciences

Biology I (3113), Biology I Adv (3114), Biology I AG (3115)

Students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems and the behavior of organisms.

Biology II (3122), Biology II Honors (3123)

The scope of this course includes cell theory, population dynamics, microbiology, and an in-depth study of the plant and animal kingdoms.

Prerequisites: Biology I, Chemistry I (concurrent)

Human Anatomy & Physiology (3053),

Human Anatomy & Physiology Honors (3054)

The structure and function of the human body with emphasis placed on concepts that help correlate the principles of structure with function are covered in this course.

Prerequisite: Biology I, Chemistry I

Microbiology (3416)

This course explores the fundamentals of microbiology including the diversity of microbial life, the central roles of microorganisms in nature and the importance of microorganisms in daily life.

Biochemistry (3420), Biochemistry Honors (3421)

This course investigates the relationship between biology and chemistry. The molecular basis of cellular function is studied as it relates to molecular genetics. Applications to research and medicine are emphasized.

Greenhouse Biology (3014)

The overview study of plant structure and function. In the course students learn not only the basic scientific knowledge, but also economic importance and how to manage basic plant care and propagation.

Earth/Environmental Sciences

Earth/Environmental Science (3024),

Earth/Environmental Science Adv (3046),

Earth/Environmental Science Honors(3951)

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

Environmental Science (3991 Regular), Environmental Science Adv (3950)

This course presents a study of full range of environmental issues facing humankind including air and water pollution, pest control, solid and hazardous waste, and energy resources, and loss of biodiversity.

Prerequisites: Biology I, Advanced requires Chemistry I, Geometry (completed or concurrent)

Earth Science (3012)

This laboratory course explores the Earth Sciences such as meteorology, climatology, geology, oceanography, tectonics, and astronomy.

Astronomy (3400)

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

Oceanography/Marine Science (3022)

Emphasizes the interrelationships of physical geography, geology and biological studies in the ocean environment.

Social Studies

World History

- 4070 World History
- 4073 World History Adv
- 4074 World History Honors

Civics and Economics

- 4134 Civics and Economics
- 4135 Civics and Economics Adv
- 4136 Civics and Economics Honors

United States History

- 4080 United States History
- 4085 United States History Adv
- 4185 United States History Honors
- 4310 United States History AP

Electives

Year Long Choices

- 4095 African-American Studies
- 4314 Economics AP
- 4311 European History AP
- 4184 U.S. Government AP
- 4037 Psychology AP
- 4103 Human Geography AP
- 4997 World History AP

Semester Choices

- 4147 Contemporary Issues in North Carolina
- 4148 Contemporary Law and Justice

- 4149 Geography in Action
- 4031 Psychology
- 4029 Sociology

Recommended Pairings:

- 4147 Contemporary Issues in North Carolina/
- 4149 Geography in Action
- 4148 Contemporary Law and Justice/
- 4147 Contemporary Issues in North Carolina
- 4029 Sociology/
- 4031 Psychology

Social Studies for 2005 and 2006 graduating classes

Grade 9	Grade 10	Grade 11	Grade 12
Economic, Legal, and Political Systems in Action	World History	U.S. History or U.S. History AP	<u>Electives</u> Economics AP European History AP Human Geography AP Psychology AP US Government AP World History AP

Social Studies for 2007 and beyond graduating classes

Grade 9	Grade 10	Grade 11	Grade 12
World History	Civics and Economics	U.S. History or U.S. History AP	<u>Electives</u> Economics AP European History AP Human Geography AP Psychology AP US Government AP World History AP

Social Studies Course Descriptions

World History (4070), World History Adv (4073), World History Honors (4074)

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

Civics and Economics (4134), Civics and Economics Adv (4135), Civics and Economics Honors (4136)

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

United States History (4080) United States History Adv (4085), United States History Honors (4185)

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

United States History AP (4310)

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

Prerequisite: ELP or Civics & Economics

Electives:

African-American Studies (4095)

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience.

Contemporary Issues in North Carolina History (4147) (s)

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

Contemporary Law and Justice (4148) (s)

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

Economics AP (4314)

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

Prerequisite: ELP or Civics and Economics

European History AP (4311)

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

Prerequisite: World History

Geography in Action (4149)

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

Human Geography AP (4103)

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

Psychology (4031) (s)

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

Psychology AP (4037)

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

Sociology (4029)

Sociology is the study of basic social institutions, their origins, how they have changed, and issues confronting them. Focus is on such concepts as socialization, social stratification, social change, and social interaction. Students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

United States Government AP (4184)

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

Prerequisite: ELP, US History

World History AP (4997)

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

Prerequisite: World History

Career and Technical Education

Current high school graduation requirements for the College Tech Prep Course of Study requires a student to complete four units in the Career/ Technical area. These four units must be in a Career and Technical Education pathway and one course must be a second level starred (*) course.

Students choosing the Career Course of Study for high school graduation may elect to complete four units in Career and Technical Education, JROTC or Arts Education. If a student chooses the Career and Technical Education option, then the four units must be in a Career and Technical Education pathway and one course must be a second level starred (*) course.

Career-Based Learning Opportunities

Cooperative Education

(Co-op)

Cooperative Education (Co-op) is a career-related, structured, paid work experience directly related to a CTE course the student is taking. Teachers and students' employers develop a training plan outlining what the student is expected to learn and what the employer is expected to provide. Co-op awards graduation credit.

Co-op Class Requirements and Prerequisites:

Students must have completed two CTE courses, one of which is a second level course, before enrolling in a CTE co-op class. Students must work a minimum of 135 hours. Students must pass the CTE associated program course and must be enrolled in the co-op class for the full year in order to receive co-op credit.

Co-op Registration and Course Numbers:

Students wishing to register for CTE co-op classes must do so through the school's Career Development Coordinator. The Career Development Coordinator will provide the correct co-op number for the student's selected CTE co-op class which should be scheduled as a ninth period class.

Career and Technical Education Internships

Career and Technical Education Internships is a work-based learning summer opportunity for students participating in any of the National Academy Foundation programs. Students gain first-hand exposure to their field of study for a specified period of time by working for an employer. Students in this paid internship are awarded graduation credit.

Academic Internship Program

Grades 10-12 -

Quarter - 34 hours (8519)

Semester - 68 hours (8520)

Year - 135 hours (8521)

Students generally spend two afternoons a week (approximately six hours total per

week) on their internships. Interns are not paid but receive elective credit based on the length of the internship. The internship credit is not counted in class rank or GPA. Students must arrange their own transportation to the site of the internship. Enrollment is accepted throughout the year. Although more than one unit may be earned, only one unit of elective credit will be counted toward graduation.

Apprenticeship Programs Grades 11-12

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

Course numbers for apprenticeship are as follows:

Initial Credit:

Trade and Industrial Apprenticeship (9964)

Technology Apprenticeship (9965)

Business Apprenticeship (9960)

Marketing Apprenticeship (9961)

Agricultural Apprenticeship (9959)

Health Occupations Apprenticeship (9963)

Family and Consumer Sciences Apprenticeship (9962)

Subsequent Credit:

Trade and Industrial Apprenticeship (9971)

Technology Apprenticeship (9972)

Business Apprenticeship (9967)

Marketing Apprenticeship (9968)

Agricultural Apprenticeship (9966)

Health Occupations Apprenticeship (9970)

Family and Consumer Sciences Apprenticeship (9969)

Job Shadowing Grades 9-12

Shadowing is a half to a full day structured visit in the workplace that helps students explore careers. Students observe individuals at work and get a "peek" at the world of work and range of opportunities available.

Exploring (9032) Grades 9-12

Exploring, a division of the Boy Scouts of America, is a program providing any student in grades 9-12 an opportunity to examine career areas by attending monthly night meetings in the workplace. Adult Explorer Leaders supervise and plan activities that give students a "feel" of a specific career interest. Exploring is unpaid.

Agricultural Education

Agricultural Education Pathway

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Horticulture	7051 Horticulture I	7052 Horticulture II*	7055 Horticulture II Landscape Construction*	7075 Agricultural Advanced Studies*

Agricultural Education Course Descriptions

Horticulture I (7051), available at: B, MP, NM, P, SM

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

Horticulture II* (7052) available at: B, MP, NM, P, SM

Covers instruction that expands scientific knowledge and skills to include advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production

and management, bedding plant production, watering systems, light effects, basic landscape design, installation, and maintenance, lawn and turfgrass management, and career planning.
Prerequisite: Horticulture I

Horticulture II - Landscape Construction* (7055)

available at: B, MP, NM, P, SM
Provides hand-on instruction and emphasizes safety skills needed by landscape technicians. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Units of study include interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf.

Emphasis is placed on grading and drainage, irrigation, paver installation, and the use of landscape equipment. **Horticulture II - Landscape Construction Co-op (9954)**
Prerequisite: Horticulture I

Agricultural Advanced Studies* (7075) available at: B, MP, NM, P, SM

Provides a three-phased exit course for seniors that is career-focused in Horticulture. The program includes a research paper, product, and presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations while working under the guidance of a teacher facilitator. **Prerequisite: Three Agriculture Education courses**

Business Education

Business Education Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Office Systems Technology	6712 Computer Applications I	6713 Computer Applications II*	6714 e-Commerce I	6533 Business Management and Applications* or 6540 Business Advanced Studies*
Accounting/ Finance	6539 Principles of Business and Personal Finance	6332 Computerized Accounting I	6333 Computerized Accounting II*	6533 Business Management and Applications* or 6540 Business Advanced Studies*
Business Management	6539 Principles of Business and Personal Finance	6412 Business and Electronic Communications	6512 Business Law* or 7210 Small Business Entrepreneurship*	6533 Business Management and Applications* or 6540 Business Advanced Studies*

Business Education Course Descriptions

Business Law* (6512)

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

Business Management and Applications* (6533)

Covers the organizational functions of business including total quality concepts, project management, and problem solving. Units include analyzing the social, technological and organizational systems in business, such as communications, records management, and meeting and conference coordination. **Business Management and Applications Co-op (9988) Prerequisite: Computer Applications I and either Business and Electronic Communications or Computerized Accounting I**

Principles of Business and Personal Finance (6539)

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

Business and Electronic Communications (6412)

Provides students essential competencies for oral and written communication in the technological workplace. Units include utilizing the computer to develop written communication skills such as composing memos, letters and reports, using e-mail and completing forms.

Computerized Accounting I (6332), Computerized Accounting II* (6333)

Helps students understand the basic principles of the accounting cycle. Units include recording business transactions, preparation and interpretation of financial statements, accounting systems, and banking and payroll activities. Level II includes partnership accounting, adjustments and inventory control systems, budgetary control systems, and cost accounting. **Computerized Accounting II Co-op (9919)**

Business Advanced Studies* (6540)

Provides a three-phased culminating exit course for seniors that is career focused. The three components of the program include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. **Prerequisites: Three Business or Marketing courses.**

Family & Consumer Sciences (FACS) Education

Family and Consumer Sciences (FACS) Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Foods & Nutrition	7159 Foods I - Fundamentals	7167 Foods II - Advanced*	7210 Small Business Entrepreneurship*	7217 FACS Advanced Studies*
Interior Design	7139 Housing and Interiors I	7168 Housing and Interior II*	7210 Small Business Entrepreneurship*	7217 FACS Advanced Studies*
Early Childhood	7131 Parenting & Child Development	7133 Early Childhood Education I	7136 Early Childhood Education II*	7217 FACS Advanced Studies*
Clothing Design	7148 Apparel Development I	7166 Apparel Development II*	7210 Small Business Entrepreneurship*	7217 FACS Advanced Studies*
Culinary Arts	6712 Computer Applications I or 7159 Foods I - Fundamentals	7153 Culinary Arts & Hospitality I	7154 Culinary Arts & Hospitality II*	7217 FACS Advanced Studies*

Family and Consumer Sciences Course Descriptions

Parenting and Child Development (7131)

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

Housing and Interiors I (7139)

Housing and Interiors II* (7168 - 2 periods)

Focuses on housing and interior decisions that individuals and families make based on their needs, environment, and technology. Units include selecting goods and services, creating functional and pleasing living environments, and using design principles. Level II prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Units include application of design theory to interior plans and production, selection of materials, and examination of business procedures.

Foods I - Fundamentals (7159)

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

Foods II - Advanced*(7167)

Focus on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using technology. Food safety and sanitation receive special emphasis, with

students taking the exam for the ServSafe credential from the National Restaurant Association. **Prerequisite: Foods I - Fundamentals (7159)**

Apparel Development I (7148) Apparel Development II* (7166)

Examines clothing production in the areas of construction preparation and techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on applying construction and design skills to apparel and home fashion. Level II focuses on advanced clothing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce an apparel product.

Culinary Arts and Hospitality I (7153), Culinary Arts and Hospitality II* (7154 - 2 periods)

Introduces students to basic food production, management and service activities in both the back and the front of the "house". Emphasis is placed on sanitation, safety, and basic food preparation. Level II includes menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced.

Early Childhood Education I (7133) and Early Childhood Education II* (7136 - 2 periods)

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

prepares students to work with children in child care, preschool, and/or after school programs. Clinical experiences in local profit and non-profit child care centers and CMS elementary schools are an integral part of the instruction time.

Family and Consumer Sciences Advanced Studies* (7217)

A culminating course for seniors that is career-focused in apparel design, community and family services, culinary arts and hospitality, early childhood education or interior design. Includes a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career.

Prerequisite: Three units in FACS.

Health Occupations Education

Health Occupations Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Allied Health Sciences	7930 Health Team Relations or 7317 Biomedical Technology	7931 Allied Health Sciences I	7932 Allied Health Sciences II*	7939 Health Sciences Advanced Studies*
Medical Sciences	7930 Health Team Relations or 7317 Biomedical Technology	7936 Medical Sciences I	7937 Medical Sciences II*	7939 Health Sciences Advanced Studies*

Health Occupations Course Descriptions

Biomedical Technology (7317)

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

Health Team Relations (7930)

Introduces students to the roles and functions of health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, medical math, careers, communication, and career decision making.

Medical Sciences I (7936), Medical Sciences II* (7937)

Uses investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes the language of medicine, anatomy and

physiology, body chemistry and the current and futuristic study of diseases and disorders. Level II places emphasis on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, problem-solving and decision-making.

**Prerequisite: Level I: Biology, Algebra I, and Health Education Recommended
Level II: Allied Health Sciences I or Medical Sciences I**

Allied Health Sciences I (7931), Allied Health Sciences II* (7932 - 2 periods)

Investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Level II includes supervised

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

Health Sciences Advanced Studies* (7939)

Focuses on a career in the health or medical field. Includes a research paper, a product, and a presentation. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives and other school-based personnel. **Prerequisite: Three units in Health Occupations Education**

Marketing Education

Marketing Education Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Marketing	7211 Marketing	7212 Marketing Management*	7210 Small Business Entrepreneurship*	7208 International Marketing* or 7216 Marketing Advanced Studies*
Sports Marketing	7237 Sports & Entertainment Marketing I	7250 Sports & Entertainment Marketing II*	7213 Strategic Marketing* or 7210 Small Business Entrepreneurship*	7208 International Marketing* or 7216 Marketing Advanced Studies*
Retail and Fashion	7211 Marketing	7271 Fashion Merchandising	7212 Marketing Management* or 7210 Small Business Entrepreneurship*	7248 Marketing Technology and Media* or 7216 Marketing Advanced Studies*
Hospitality	7211 Marketing	7240 Travel, Tourism, and Recreation Marketing*	7239 Hospitality Operations	7246 Hospitality Management
Travel, Tourism	7237 Sports & Entertainment Marketing I	7240 Travel, Tourism, and Recreation Marketing*	7210 Small Business Entrepreneurship*	7208 International Marketing*

Marketing Education Course Descriptions

Marketing Technology and Media* (7248)

Combines the marketing and economic skills that students have mastered with the latest technology in marketing sales, mass media, research, and customer service presentation techniques. Units include technical writing, communications, mathematics, and computer software applications.

Fashion Merchandising (7271)

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

International Marketing* (7208)

Provides a special emphasis on international events and a career objective in marketing. Students learn about trade control, foreign operations, monetary issues, and international policies. Content includes the nature

Marketing (7211)

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

Marketing Management* (7212)

Continues the foundations covered in Marketing or Fashion Merchandising. Units

include recruiting, hiring, training and evaluating employees; information management; purchasing; ethics; sales management; and financing.

Small Business Entrepreneurship* (7210)

Introduces students to the rewards and risks of owning or operating a business enterprise. Units include mastery skills needed to plan, organize, manage, and finance a small business.

Strategic Marketing* (7213)

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

Travel, Tourism, and Recreation Marketing* (7240)

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

Marketing Advanced Studies* (7216)

Provides a three-phased culminating exit course for seniors that is career-focused. The three components of the program include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a

career major. **Prerequisites: Three Marketing or Business courses**

Sports and Entertainment Marketing I (7237) and II* (7250)

Introduces the marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

Hospitality Operations (7239) available at a local hotel site.

This is the first level of two courses of a certification program (LOP-Certified Hotel Supervisor) based on industry validated skill standards (AHMA) for the hospitality industry. This two hour course is designed for juniors or seniors to develop in-depth knowledge of the nine sectors in the hospitality industry. The course is based at a local hotel site.

Hospitality Management (7246)

This is the second of two courses of the Hospitality Institute certification. This course is for seniors who plan to pursue a post-secondary hospitality degree and/or a hospitality management career. The course is based at a local hotel site. Upon successful completion of the LOP curriculum in this course, students may take the exam to attain the official Certified Hotel Supervisor designation.

Information Technology Education

Information Technology Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Business Technology	6712 Computer Application I	6713 Computer Application II*	6715 e-Commerce I	6533 Business Management and Applications* or 6716 e-Commerce II
Computer Programming	6712 Computer Application I	6722 Programming Essentials	6723 Computer Programming II*	2430 AP Computer Science or 6540 Business Advanced Studies*
Network Administration	6712 Computer Application I or 6130 Computer Engineering Technology I	7223 Networking I	7224 Network Administration II*	6540 Business Advanced Studies* or 6533 Business Management and Applications*
Computer Engineering	6712 Computer Application I	6130 Computer Engineering Technology I	6131 Computer Engineering Technology II*	7864 T&I Advanced Studies*
Network Engineering	6130 Computer Engineering Technology I	6731 Computer Engineering Technology II* or 7223 Networking I	6742 Networking Engineering I	6743 Networking Engineering II*

Computer Applications I (6712), Computer Applications II* (6713),

Helps students master beginning and advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, presentation graphics, and desktop publishing applications. Units include operating systems, computer architecture, and computer information system careers. Level II includes integrated software applications and advanced desktop publishing. Level III includes advanced web design and conducting electronics business. **Computer Applications II Co-op (9989)**

Networking I (7223), Network Administration II* (7224)

Based on industry-validated skill standards that provide network administration curriculum to train students in the day-to-day administration of an installed network. Units include introduction to networking, accessing network information and resources, file and directory management and hardware configurations. Level II includes security, administrator responsibilities, and documentation of work-based experiences.

Network Engineering Technology I (6742), Network Engineering Technology II* (6743)

available at: G, GL, WM, HH

Introduces the fundamentals of networks and their operation. Emphasizes skills needed to design and maintain networks, install cabling and configure routers and switches. Students receive hands-on training in setting up, installing, and troubleshooting networks. Technical writing and binary math skills will be emphasized.

Computer Programming I (6722), Programming II* (6723)

Provides students with the background for further study and job preparation in data processing occupations. Areas of instruction include fundamental data processing concepts and computer programming in VISUAL BASIC and other programming languages.

Prerequisite: Programming Essentials, Algebra I, Programming Essentials

Computer Engineering Technology I (6130), Computer Engineering Technology II* (6131) - available at: G, GL, WM, W, HH

Introduces basic skills required for computer technicians and A+ certification. Emphasizes

skills needed to safely configure, build, upgrade, diagnose and maintain computers and peripherals as well as technical writing.

e-Commerce I (6715)

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

Prerequisite: Computer Applications II

e-Commerce II* (6716)

Level II is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites.

Prerequisite: e-Commerce I

Technology Education

Technology Education Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Communication Systems	7862 Fundamentals of Technology	7818 Communication Systems	7551 7640 Drafting I or Electronics I	7863 Technology Advanced Studies*
Manufacturing Systems	7862 Fundamentals of Technology	8154 Manufacturing Systems	7551 7640 Drafting I or Electronics I	7863 Technology Advanced Studies*
Physical Systems	7862 Fundamentals of Technology	7640 Principles of Technology I	7644 Principles of Technology II*	7863 Technology Advanced Studies*

Technology Education Course Descriptions

Fundamentals of Technology (7862)

Provides hands-on experiences in principles and processes essential for the technology systems courses and develops a foundation for students interested in any technical field of study. Emphasis is placed on problem solving, design, technical communications, modeling, testing, evaluation, and implications of technology.

Technology Advanced Studies (7863)

Allows students to pursue a topic of interest using knowledge and skills gained from previous workforce development and academic courses. Emphasis is placed on a student-directed study and evaluation of a technological concept or application. Topics may be technological, mathematical, or

scientific in nature or may focus on the social sciences or fine arts. **Prerequisite: Fundamentals of Technology and two additional courses in Technology Education program area.**

Communication Systems (7818)

Introduces students to visual and audio design, using state-of-the-art technology. Learn design sketching, computers, the Internet, electronic and optical communications systems. **Prerequisite: Fundamentals of Technology**

Manufacturing Systems (8154)

Emphasis is placed on students designing, producing, and evaluating products using contemporary manufacturing methods. Activities integrate physical and social

sciences, mathematics, language and fine arts. **Prerequisite: Fundamentals of Technology**

Principles of Technology I (7640), Principles of Technology II* (7644)

Provides a hands-on approach to understanding principles and concepts of technology, physical science, and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. **Principles of Technology I Prerequisite: Algebra I and Fundamentals of Technology recommended. Principles of Technology II Prerequisite: Principles of Technology I.**

Trade and Industrial Education

Trade and Industrial (T&I) Education Pathways

Program Concentration	Grade 9	Grade 10	Grade 11	Grade 12
Automotive	Fundamentals of Technology	Auto Tech I	Auto Tech II*	T&I Advanced Studies* or College Experience
Construction	Fundamentals of Technology	Construction Tech I	Construction Tech II*	T&I Advanced Studies* or College Experience
Cosmetology	Computer Applications I	Small Business Entrepreneurship	Cosmetology I	Cosmetology II*
Drafting	Fundamentals of Technology	Drafting I	Drafting - Architectural II*	Drafting - Architectural III
Electronics	Fundamentals of Technology	Electronics I	Electronics II*	T&I Advanced Studies* or College Experience
Graphics/ Flexography	Computer Applications I	Graphics I or Flexography I	Graphics II* or Flexography II*	T&I Advanced Studies* or College Experience
Digital Media	Fundamentals of Technology	Digital Media I	Digital Media II*	T&I Advanced Studies*
Scientific & Technical Visualization	Fundamentals of Technology	Scientific and Technical Visualization I	Scientific and Technical Visualization II*	T&I Advanced Studies* or Technology Studies*

(courses shown at the first level they may be offered)

Trade and Industrial Education Course Descriptions

Drafting I (7551),

Drafting Architectural II* (7557), Drafting Architectural III(7558),

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

Automotive Service Technology I (7391), Technology II* (7392 - 2 periods)

available at: EM, G, I, MP, NM, P, SM

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

The level II course helps prepare students for Automotive Service Excellence (ASE) technician certification.

Construction Technology I (7531),

Construction Technology II* (7532 - 2 periods)

available at: NW, WC, WM, O

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

Level II covers advanced aspects of carpentry with emphasis on development of skills introduced in level I. **Prerequisite: Level I and Algebra**

Trade and Industrial Education Advanced Studies (7864)

A culminating, career focused course for seniors in Trade & Industrial programs. Emphasis is on

demonstration of abilities to use content and apply knowledge to real-world situation. Students work under the guidance of a teacher-facilitator in collaboration with community members and business representatives. Students produce a research paper, product and presentation.

Prerequisite: Three units in Trade & Industrial Education

Electronics I (7641), Electronics II* (7642 - 2 periods), available at: H, O, WC

Covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, and measuring electricity. **Prerequisite: Algebra I**

Level II covers advanced electronic practices and principles, special equipment and materials, and employment opportunities. Topics include alternating current, semiconductor devices and bipolar transistors.

Printing Graphics I (7791), Printing Graphics II* (7792 - 2 periods) – available at: G, SM, WC

Introduces graphic communications and imaging technology with emphasis on printing production, publishing and packaging industries. Topics include safety, layout, design, electronic imaging, reproduction photography, image assembly, platemaking, duplicator operations, and binding. The level II course covers the entire printing process, from design stage, to printing, bindery, and distribution stages.

Prerequisite: Level I (geometry and art I recommended but not required)

Digital Media I (6704) – available at: G, H, V

Level I provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication,

mathematical, and critical thinking skills are strengthened throughout the course.

Digital Media II* (6705)

Level II provides students with more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio video non-linear editing techniques for the media; and commercial and emerging, web-based interactive media. Project planning, design and development prepare students for entry into various IT and communication industries.

Prerequisite: Digital Media I

Cosmetology I (7691 - 2 periods), Cosmetology II (7692 - 4 periods) – available at: NM, WC

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

Level II covers advanced development of process, techniques, and skills. Topics include artificial nails, nail art, advanced chemical restructuring, advanced color techniques, facials, hair extensions and advanced hair styling.

Scientific and Technical Visualization I (7570), Scientific and Technical Visualization II (7571)

available at: P, SM, H

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

Level II provides students with advanced skills in the use of complex visualization tools for the study of mathematics or science. Students develop increasingly complex data and concept driven visualization models.

Exceptional Children Programs

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

English	Social Studies	Electives/Other
1609 ECS English I	4909 ECS Civics & Economics	9355 EC Std Sk I
1610 ECS English II	4919 ECS US Hist	9467 EC Std Sk II
1611 ECS English III	4920 ECS World Hist	9468 EC Std Sk III
1612 ECS English IV	9341 EC World Hist	9469 EC Std Sk IV
9311 EC English I	9342 EC US Hist	9358 EC Sup Lb
9312 EC English II	9348 EC Civics & Economics	9364 EC Careers
9313 EC English III	9325 EC Intro to Communications I	9365 EC Prs Lvg I
9314 EC English IV	9359 EC Intro to Communications II	9369 EC Prs Lvg II
9316 EC Communication Arts I	9455 EC Occupational Social Studies I	9370 EC Car Exp I
9318 EC Communication Arts II	9456 EC Occupational Social Studies II	9375 EC Car Exp II
9319 EC Communication Arts III		9379 EC Life Sk
9320 EC Communication Arts IV	Science	9343 EC Occupational Preparation I
9446 EC Occupational English I	3809 ECS Phys Sci	9448 EC Occupational Preparation II
9447 EC Occupational English II	3811 ECS Earth Science	9459 EC Occupational Preparation III
9457 EC Occupational English III	3952 ECS Earth/Environment Sci	9460 EC Occupational Preparation IV
9458 EC Occupational English IV	3819 ECS Bio	9495 EC Occupational Preparation V
	9317 EC Earth Science	9496 EC Occupational Preparation VI
	9331 EC Bio	9474 EC Occupational Prep Lab I
Mathematics	9338 EC Phys Sci	9475 EC Occupational Prep Lab II
2601 ECS Introductory Mathematics	9490 EC Earth/Environment Sci	9476 EC Occupational Prep Lab III
2909 ECS Algebra I	9374 EC Science	9477 EC Occupational Prep Lab IV
2920 ECS Geometry	9450 EC Occupational Science I	9441 EC Occupational Prep Lab V
2058 ECS Technical Mathematics I	9451 EC Occupational Science II	9479 EC Occupational Prep Lab VI
2059 ECS Technical Mathematics II	3319 ECS Active Physics	
9321 EC Math I		
9322 EC Math II	Health/PE	
9323 EC Math III	8885 ECS Adp PE	
9324 EC Math IV	8886 EC Adp Hlth/PE	
9453 EC Occupational Mathematics I		
9454 EC Occupational Mathematics II		
9449 EC Occupational Mathematics III		

Exceptional Children Course Descriptions

English

ECS: English I (1609), English II (1610), English III (1611), English IV (1612)

These courses follow standard course of study, students take end-of-course test, credit can be earned. Refer to course descriptions in English section of this handbook.

EC: English I (9311), English II (9312), English III (9313), English IV (9314)

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

EC: Comm Arts I (9316), Comm Arts II (9318), Comm Arts III (9319), Comm Arts IV (9320)

Progression of instruction in letter and word recognition, functional writing and reading,

following directions, sequencing, survival skills, personal interest reading, communication skills for employment, reading and writing for information at home/work/community, recreational and leisure reading and writing.

EC: Occupational English I (9446), Occupational English II (9447), Occupational English III (9457), Occupational English IV (9458)

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

Mathematics

ECS: Introductory Mathematics (2601), Algebra I (2909), Algebra II (2931), Technical Mathematics I (2058), Technical

Mathematics II (2059), Geometry (2920)

These courses follow standard course of study, students take end-of-course test, credit can be earned. Refer to course descriptions in Math section of this handbook.

EC: Math I (9321), Math II (9322), Math III (9323), Math IV (9324)

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

EC: Math Academics I (9300), Math Academics II (9309), Math Academics III (9310), Math Academics IV (9315)

Progression of instruction in functional

counting, symbol identification, place value, addition, subtraction, multiplication and division of whole numbers, time identification, money identification, fractions, decimals, regrouped and mixed numbers, problem solving, percent and ratio, measurement, geometric recognitions, functional graphs, charts, maps, personal finances, banking, time management.

EC: Occupational Mathematics I (9453), Occupational Mathematics II (9454) Occupational Mathematics III (9449)

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

Social Studies

ECS: Civics & Economics (4909), US Hist (4919), World Hist (4920)

These courses follow the standard course of study, students take end-of-course tests, and credit can be earned. Refer to course descriptions in Social Studies section of this handbook.

EC: World Hist (9341), US Hist (9342), E/L/P (9348), Hist (9354)

These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence. History (9354) is a basic, functional-level course.

EC: Com Int I (9325), Com Int II (9359)

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

EC: Occupational Social Studies I (9455)

Instruction following course requirements developed by NCDPI for students pursuing an occupational diploma.

EC: Occupational Social Studies II (9456)

Instruction following course requirements developed by NCDPI for students pursuing an occupational diploma.

Science

ECS: Phys Sci (3809), Bio (3819), Earth Science (3811), Earth/Environmental Science (3952)

These courses follow standard course of study, students take end-of-course test, credit can be earned. Refer to course descriptions in Science section of this handbook.

EC: Earth Science (9317)

Earth/Environmental (9490), Bio (9331), Phys Sci (9338), Sci (9374)

These courses follow equivalent content of corresponding regular education courses with

modifications in depth of instruction, materials used, scope and sequence.

EC: Occupational Science I (9450)

Instruction following course requirements developed by NCDPI for students pursuing an occupational diploma.

EC: Occupational Science I (9451)

Instruction following course requirements developed by NCDPI for students pursuing an occupational diploma.

ECS: Active Physics (3319)

Students will explore a variety of physics principles through a thematic and activity-based approach.

Health/PE

ECS: Adp PE (8885)

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

EC: Adp Hlth/PE (8886)

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

Electives/Other

EC: Careers (9364)

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

EC: Prs Lvg I (9365), Prs Lvg II (9369)

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

EC: Car Exp I (9370), Car Exp II (9375)

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

EC: Life Skills (9379)

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

EC: Occupational Preparation I (9343), Occupational Preparation II (9448), Occupational Preparation III (9459),

Occupational Preparation IV (9460), Occupational Preparation V (9495), Occupational Preparation V I (9496),

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

EC Study Skills I (9355), II (9467), III (9468), IV (9469) (Y)

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

EC Occupational Preparation Lab I (9474), II (9475), III (9476), IV (9477), V (9441), VI (9479), (Y)

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

EC Job Training (9471) (Y)

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

EC Community Training (9472) (Y)

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

Special Programs

Advanced Placement® Diploma Program

AP® Diplomas are awarded directly through the College Board, with notices coming first to the students and a roster coming to each school.

To qualify for the Advanced Placement® Diploma, a student must take a minimum of five (5) AP® courses and achieve a score of **three (3) or higher** on all exams. A student must choose at least one exam from the following categories:

- **Languages** (English, Spanish, French, Latin or German)
- **Sciences** (Biology, Physics B, Physics C, Chemistry, Environmental Science)
- **Social Sciences** (US History, European History, Psychology, Human Geography, Economics/Micro/Macro, US Government & Politics, Comparative Government, and World History)
- **Mathematics** (Calculus AB, Calculus BC, Statistics)

and **one or more** from **either** of the four core areas listed above **or** the Elective area which includes the AP® courses in Art, Music, or Computer Science.

Languages	Mathematics	3315	Physics C1 and C2 AP (2 periods)	4314	Economics/Micro/Macro AP
1034 English III AP	2408 Statistics AP			4997	World History AP
1059 English IV AP	2421 Calculus AB AP	3989	Environmental Science AP		
5151 French Language V AP	2409 Calculus BC AP			Electives	
5155 French Literature VI AP			Social Sciences	2430	Computer Science AP
5251 Spanish Language V AP	Sciences	4310	US History AP	8445	Studio Art IV AP
5255 Spanish Literature AP	3125 Biology AP (2 periods)	4311	European History AP	8472	Studio Art V AP
5351 German Language V AP	3223 Chemistry AP	4037	Psychology AP	8473	Art History AP
5940 Latin-Vergil IV AP	(2 periods)	4184	US Government AP	8811	Music Theory AP
5951 Latin-Literature V AP	3314 Physics B AP (2 periods)	4103	Human Geography		

AP® Scholars Awards Programs

Each year, the College Board recognizes high school students who have demonstrated college-level achievement through Advanced Placement courses and exams. Award recipients and their schools are notified in the fall after the spring testing. After notification, any grade transcripts requested by the student include their scholar designation. The awards available to Charlotte-Mecklenburg Schools students (and award requirements) are:

AP Scholar	Awarded to students who receive grades of 3 or higher on three or more AP exams on full-year courses (or the equivalent).
AP Scholar with Honor	Awarded to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams on full-year courses (or the equivalent).
AP Scholar with Distinction	Awarded to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on 5 or more of these exams on full-year courses (or the equivalent).
AP State Scholar	Awarded to the one female and the one male student in North Carolina with the highest average grade (at least 3.5) on all AP exams taken, and grades of 3 or higher on the greatest number of exams. The minimum requirement is a grade of 3 or higher on three exams on full-year courses (or the equivalent).
National AP Scholar	Awarded to students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams of full-year courses (or the equivalent).

AVID - Advancement Via Individual Determination

AVID is a college preparatory program for middle school and high school students.

The mission of **AVID** is to ensure that all students, and most especially students “in the middle” capable of completing a college preparatory path will:

- Succeed in the **MOST** rigorous curriculum
- Increase their enrollment in four-year colleges
- Enter mainstream activities of the school
- Become educated and responsible participants and leaders in a democratic society

AVID is a regularly scheduled elective class that provides:

- Academic preparation for college
- Continuous writing curriculum
- Awareness of career possibilities
- Organizational and study skills
- Motivational and personal development activities
- Encouragement in setting and reaching goals
- EOG/EOC score 3+

AVID Student Profile:

- GPA 2.0-3.5 in average courses
- Good discipline and attendance records
- Student who can succeed in rigorous courses with AVID support
- Stanines 5-7 in language and math
- Desire for college education
- Willing to participate in community service

AVID Recruitment Process:

- Build a potential pool of candidates
- Invitations
- Personal interviews
- Teacher recommendations
- Completed applications
- Signed contracts

Drivers' Education

Drivers' Education is a state-funded program offered to all eligible students free of charge. The program is offered **after** school, during **school vacations** and during the **summer** at several locations. All CMS high schools have a Drivers' Education site coordinator who can be contacted for further information. To be eligible, a student must:

- be at least 14.5 years old by the first class's beginning day
- be actively enrolled in a public, private, charter or approved home school in Mecklenburg County, and
- comply with the CMS Code of Conduct.

Proficiency tests are offered to students who are at least 16 years of age or who have transferred from another state and possess a valid learner's permit. Eligible students may enroll in the classroom phase through their public high school coordinator or Jordan Driving School. If a student is removed from the program for disciplinary reasons or drops out for any reason, the student will have to make arrangements to finish their training privately through another source at their own expense.

English as a Second Language

CMS provides an English as a second language program (ESL) at designated schools. To be eligible for the ESL program, students must have a language other than English in their background and qualify for services based on a language proficiency test administered at the International Center. English is the language of instruction for all ESL courses.

JROTC

Each JROTC course develops a knowledge of basic military skills and an appreciation of the role of the particular branch of the service and its contribution to the nation. The attributes of self-reliance, self-discipline, leadership, responsiveness to constituted authority, good citizenship and patriotism are developed. As part of their training, students may attend orientation field trips to military bases. Extra curricular activities such as military drill team, JROTC athletic teams and summer training may also be offered. Students receive a uniform, earn JROTC rank and have the opportunity to exercise command. Uniforms, textbooks, and training

materials are furnished by the individual military service. There is no military obligation as a result of participation in JROTC.

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

Aerospace Science I (9026), Aerospace Science II (9027), Aerospace Science III (9028), IV (9029)

available at EM, I, NM, V, WM

Includes instruction in Air Force history, aeronautics, weather, principles of flight, military organizations, courtesies and customs, and military drill. Students in the Air Force JROTC program have increased opportunity for US Air Force Academy and US Air Force college ROTC scholarships. Each level in the courses offers a continuation of the previous topics and increased opportunities for leadership development. **Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.**

Army JROTC (Military Science): Berry, Butler, Garinger, Harding, Hopewell, Myers Park, Olympic, Waddell, West Charlotte

Military Science I (9026), Military Science II (9027), Military Science III (9028), Military Science IV (9029)

available at G, H, MP, O, WC

Includes instruction in Army history, leadership and managerial skills, map reading, character development, effective communication skills, goal setting and time management, military drill and ceremonies. Students in the Army JROTC program have increased opportunity for Service Academy appointments and college ROTC scholarships. Each level in the courses offers continuation of the previous topics and increased opportunities for leadership development in the art of decision making and problem solving.

Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.

Navy JROTC (Naval Science): Providence, South Mecklenburg

Naval Science I (9026), Naval Science II (9027), Naval Science III (9028), Naval Science IV (9029)

available at P, SM

Includes instruction in Navy history, astronomy, oceanography, nautical navigation, shipboard life, ship construction, weather, military organizations, courtesies

and customs, and military drill. Each level in the courses offers a continuation of the previous topics and increased opportunities for leadership development. **Prerequisite: US citizen or lawfully admitted alien in the 9th grade or above, good moral character and physically fit. Senior Instructor approval. Levels II, III, and IV require the successful completion of the previous levels.**

JROTC Leadership Lab (9010, 9011, 9012)

available at: PBAT, EM, G, H, I, MP, O, P, SM, WC, V, W, WC, WM

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

Leadership/Student Government I (8511), II (8512), III (8513), IV (8514)

In this course, elected student officers and others develop leadership and organizational skills through classroom work and practical experiences. These skills include parliamentary procedure, group dynamics, budgetary processes, problem-solving, and evaluation techniques. This course is open to interested students, but not required of student council officers.

Prerequisite: Level I - None

Prerequisite: Level II - Level I

Prerequisite: Level III - Level II

Prerequisite: Level IV - Level III

CTE Academy Programs (available only in selected high schools)

Academy of Finance (Garinger and Olympic)

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

Academy of Information Technology (Berry, Butler, Hopewell, Independence, MPHS, and Vance)

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

Academy of Travel and Tourism (Independence)

This academy focuses on one of the most dynamic industries in America and bridges the gap between the classroom and the workplace. In addition to no required high school courses, students take specialized courses in travel and tourism, participate in an on-the-job internship program and are encouraged to take a foreign language for two years.

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

Law, Public Safety and Homeland Security Academy (Hopewell, North Mecklenburg, Vance and West Mecklenburg)

This career academy centers instruction on planning, managing and providing corrective, security and protective, legal and homeland security services. As well as students taking required academic and CTE courses at their high school, they take Criminal Justice courses at the CPCC-North Campus.

Students participate in the Law Enforcement Exploring Post and a summer internship after their junior year.

Teacher Cadet I (4590); II (4591)

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

College Experience

Charlotte-Mecklenburg Schools—Central Piedmont Community College (CPCC) College Experience Program: 2004-2005

If you are at least sixteen, you may take college level courses at Central Piedmont. You will receive .5 unit of credit on your high school transcript for courses successfully completed that have at least 48 contact hours. Some courses are co-requisite courses and must be taken together (concurrently) during the same semester to receive .5 unit of credit in high school. To meet requirements to receive high school credit, students who take courses that have 48 contact hours will need to complete an independent study project that complements the courses they take. You will also receive college Semester Hours Credit (SHC) that will be recorded on your college transcript. The number of SHCs and the number of contact hours are listed on the chart below. Some CPCC courses are available only at a specific campus. If that is the case, the campus name is listed. Some courses may be taken over the Internet. More information is available in your Guidance and Student Services Office. Your Career Development Coordinator will assist you with the registration process and answer your questions.

College Transfer Courses

These courses have been approved to satisfy the Comprehensive Articulation Agreement general education core requirements at the University of North Carolina system universities and identified private four-year institutions. (page 171, CPCC Course Catalogue 2003-2004)

Concentration	CMS#	CPCC#	Course Name	SHC/ Contact Hours	Prerequisite/ Co-requisite	Campus
Behavioral and Social Sciences	4420	ANT 210	General Anthropology	3/48		
	4924	ANT 220	Cultural Anthropology	3/48		Internet only
	4418	HIS 111	World Civilization I	3/48		
	4421	HIS 112	World Civilization II	3/48		
	4925	POL 210	Comparative Government	3/48		Central
	4926	POL 220	International Relations	3/48		Central
	4422	POL 120	American Government	3/48		
	4417	SOC 210	Intro to Sociology	3/48		
Humanities	1077	HUM 130	Myth in Human Culture	3/48		
	4425	REL 110	World Religions	3/48		
	7190	ASL 111	Elementary American Sign Language I	3/48 +	Co-requisite ASL 181	
	7199	ASL 181	Elementary ASL Lab I	1/16+	Co-requisite ASL 111	
	7191	ASL 112	Elementary ASL II	3/48+	Co-requisite ASL 182	
	7200	ASL 182	Elementary ASL Lab II	1/16+	Co-requisite ASL 112	
Health	6385	HEA 110	Personal Health & Wellness	3/48		
	9106	HEA 112	First Aid and CPR	2/48		
Mathematics	2433	MAT 161	College Algebra	3/48	Math Placement Test	
	2457	MAT 171	Precalculus Algebra	3/48	Math Placement Test	
	2458	MAT 172	Precalculus Trigonometry	3/48	MAT 171 with "C" or better	
	2456	MAT 263	Brief Calculus	3/48	MAT 161 with "C" or better	
	2459	MAT 175	Precalculus	4/64+	Math Placement Test	Central
Science	3954	AST 111	Descriptive Astronomy	3/48+	Co-requisite AST 111A	Central
	3955	AST 111A	Descriptive Astronomy Lab	1/32+	Co-requisite AST 111	Central
	3956	AST 151	General Astronomy I	3/48	Co-requisite AST 151 A	Levine
	3957	AST 151 A	General Astronomy I Lab	1/32+	Co-requisite AST 151	Levine
	3958	BIO 111	General Biology I	4/96+		
	3521	BIO 155	Nutrition	3/48		Internet Only
	3959	GEL 113	Historical Geology	4/64+	Prerequisite GEL 120	Central
	3517	GEL 120	Physical Geology	4/64+		
	4426	GEO 131	Physical Geography I	4/64+		Central and Northeast
	3518	PHY 110	Conceptual Physics	3/48+	Co-requisite PHY 110A	
3519	PHY 110A	Conceptual Physics Lab	1/32+	Co-requisite PHY 110		

Visual and Performing Arts	1258	COM 110	Intro to Communication	3/48		
	1259	COM 231	Public Speaking	3/48		
	8750	ART 114	Art History Survey I	3/48		
	8751	ART 115	Art History Survey II	3/48		
	8747	DAN 110	Dance Appreciation	3/48		Central
	8748	DRA 111	Theatre Appreciation	3/48		
	8749	MUS 110	Music Appreciation	3/48		
	8752	MUS 112	Introduction to Jazz	3/48		

College Tech Prep (CTP) or Career Prep (CRP) Courses

These courses complement the Career and Technical Education (CTE) courses required for the CTP or CRP Courses of Study. Any of these courses may be used to satisfy part of the four CTE units required to get a diploma in the CTP or CRP Courses of Study.

Concentration	CMS#	CPC#	Course Name	SHC/ Contact Hours	Prerequisite/ Co-requisite	Campus
Agriculture and Natural Resources	6379	HOR 160	Plant Material I	3/64+		Northeast
	6380	HOR 260	Plant Materials II	3/64+		Northeast
	6381	HOR 168	Plant Propagation	3/64+		Northeast
	6382	TRF 152	Landscape Maintenance	3/64+		Northeast
Business	6331	BUS 110	Intro to Business	3/48		
	6350	BUS 115	Business Law I	3/48		
	6924	BUS 121	Business Math	3/64+	English & Math Placement Tests	Central
	6925	BUS 125	Personal Finance	3/48		Central
	6926	CIS 169	Business Presentations	2/48	Computer Applications I & II	
	6927	CSC 120	Computing Fundamentals	4/80+	Math Placement Test	
	6337	INT 110	International Business	3/48		
	6928	INT 150	Internet Protocols	3/64+		
	6930	MKT 122	Visual Merchandising	3/48		Central
	6929	MKT 123	Fundamentals of Selling	3/48		Levine & Internet
	6352	OST 155	Legal Terminology	3/48		Northeast
Commercial and Artistic Production	6353	GRA 245	Printing Sales/Service	3/48		Southwest
	7948	DES 115	Color Theory	3/64+		Central
	6355	DES 125	Graphic Presentation I	2/96+		Central
	7949	DES 135	Principles and Elements of Design	4/96+		Central
Engineering	8883	CET 125	Voice and Data Cabling	3/80+		Central & Southwest
	7945	DFT 111	Technical Drafting I	2/64+		Central
Industrial	7896	MAC 111Y	Machining Technology I	3/112+		Central
	7895	MAC 111X	Machining Technology I	3/112+		Central
	6354	MEC 161	Manufacturing Processes I	3/48		Central
Public Service	7030	CJC 111	Intro to Criminal Justice	3/48		
	7031	CJC 112	Criminology	3/48		

Transport Systems	7920	AUB 111	Painting and Refinishing I	4/128 [^]		Central
	6371	AUB 112	Painting and Refinishing II*	4/128 [^]	Prerequisite AUB 111	Central
	7972	AUB 121	Non-Structural Damage I	3/80+		Central
	6372	AUB 131	Structural Damage I	4/96+		Central
	6383	AUT 116	Engine Repair	2/64+		Central
	7909	AUT 141	Steering and Suspension Systems	4/96+		Central
	7959	AUT 161	Electrical Systems	4/96+		Central
	6364	AUT 181	Engine Performance Electrical	3/80 [^]	Co-requisite AUT 182	Central
	6365	AUT 182	Engine Performance Electrical Lab	1/48 [^]	Co-requisite AUT 181	Centra
	6366	AUT 183	Engine Performance Fuels	3/80 [^]	Co-requisite AUT 184	Central
	6367	AUT 184	Engine Performance Fuels Lab	1/48 [^]	Co-requisite AUT 183	Central
	6369	HET 119	Mechanical Transmissions	3/64+		N. Annex
	7893	HET 125	Preventive Maintenance	2/64 [^]	Co-requisite HET 126	N. Annex
	7894	HET 126	Preventive Maintenance Lab	1/48 [^]	Co-requisite HET 125	N. Annex
	6386	HET 127	Shop Rules & Regulations	1/16+	Co-requisite HET 231	N. Annex
	6384	HET 231	Medium/ Heavy Duty Brake Systems	2/64+	Co-requisite HET 127	N. Annex

Other Courses

Program	CMS#	CPCC#	Course Name	SHC/ Contact Hours	Prerequisite/ Co-requisite	Campus
Success Skills	4413	ACA 118	College Study Skills	2/48+	Co-requisite ACA 120	
	4410	ACA 120	Career Assessment	1/16+	Co-requisite ACA 118	
Air Conditioning/ Heat/Refrigeration	7941	AHR 110	Intro to Refrigeration	5/128 [^]		Southwest
	6370	AHR 111	HVACR Electricity	3/64+		Southwest
Electricity	6374	ELC 111	Intro to Electricity	3/64+		
	6375	ELC 113	Basic Wiring I	4/128 [^]		Southwest
Human Services	7207	HSE 110	Human Services	3/64		Southwest
Welding	7962	WLD 121	Welding (GMAW)	4/128 [^]		Southwest
	6377	WLD 131	Welding (GTAW)*	4/128 [^]		Southwest
	6378	WLD 141	Symbols and Specifications	3/64+		Southwest

+ Independent study is not required

[^] One (1) unit of high school credit is awarded

* Identified as an advanced level CTE course (starred course)

High School Magnet Programs

All students in Charlotte-Mecklenburg Schools have the option to apply to a magnet school. Magnet schools offer the same basic curriculum as all schools in the system. In addition magnet schools focus on a specialized theme. This enables students with similar interests to attend school together. If you are interested in a magnet program, check with your high school counselor for more information.

Continuation Requirement to Remain in a Magnet Program

Charlotte-Mecklenburg magnet programs offer open access to all students. Once students are admitted into a magnet program, they are expected to participate in specific components, to enroll in required magnet courses and to pass the required courses. This document outlines the continuation requirements to remain in a magnet program.

The following processes do not apply to identified Exceptional Children's students or to English Language Learners (ELL)/English as a Second Language (ESL) students. These identified students continue with their Individual Education Plans (IEP) or their ESL plans.

Specific Magnet Components

1. If a student does not participate in specific components (required of all students) of the magnet program,

community service in the Center for Leadership and Global Economics and the International Baccalaureate programs, and internships in the Academy of Foreign Language high school program and in the Academy of Technology program, notice will be given at the time of non-compliance by staff responsible for that component for the student to comply immediately. A timeline for compliance includes two monitoring checks a year as designated by CMS or the magnet schools.

2. If the student does not comply, a parent conference will be held with the student, parent or guardian and school staff representative to discuss non-compliance and develop a plan and timeline for immediate compliance.

3. If the conference decision is that the student will not participate in the

specific magnet component(s), his/her schedule will be reviewed and modified so the student is withdrawn from the magnet program but remains at the school for the remainder of the year.

4. A new school choice must be made during the next application period for the next school year. The school principal or designee will notify the student placement specialist of the student's change in magnet status and request a new choice application worksheet for the student to complete for school assignment for the next school year.

5. The student may not remain in the magnet school for the next school year. He/she can apply to the non-magnet portion of the school during the next application period, if applicable, and participate in the lottery process for admission.

MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION IN MAGNET

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

High Schools

Magnet students in corresponding grades and magnet programs at the high schools listed below are to be enrolled in the minimum number of magnet theme-related courses indicated per year as designated by CMS course offerings and/or school.

One course per year:

Harding: Math, Science and Environmental Studies

West Charlotte: Open Education

West Mecklenburg: Academy of International Languages (Grade 11)

Two courses per year:

Phillip O. Berry Academy (Grades 9 & 10)

Garinger, Olympic: Center for Leadership & Global Economics

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

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

Three courses per year:

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

Phillip O. Berry Academy (Grade 11)
East Mecklenburg, Harding, Myers Park, North Mecklenburg, West Charlotte: IBMYP* (Grades 9 & 10)

Four courses per year:

Phillip O. Berry Academy (Grade 12)

IB Programme course requirements for Grades 11 & 12:

East Mecklenburg, Harding, Myers Park, North Mecklenburg, and West Charlotte IB Programme requirements expect students to study six courses from six subject groups, concurrently over two years, as well as the core elements of the program (Theory of Knowledge, the extended essay, and creativity, action, service). As a result, students are to take the following minimum courses over grades 11 and 12:

IB Concentrated Studies – three IB courses and exams
IB Diploma – six IB courses and exams; Theory of Knowledge course

* There are no prerequisites for application and entry into the IB Middle

Years Program (IBMYP), the IB Diploma program preparatory courses offered in middle school grades 6-8 and in high school grades 9 and 10. However, in order to continue to the IB Diploma program in eleventh grade, a student must progressively schedule coursework so that specific course requirements are met prior to the eleventh grade. Effective with the graduating class of 2006, prerequisites for the IB Diploma program (grades 11 & 12) are as follows: Geometry; Algebra II or Algebra II/Trigonometry; English 10; World History; Economic, Legal, Political Systems (Civics and Economics); Biology; Chemistry or Physics Introduction; and French, German, Latin, or Spanish at Level III. Rising eleventh grade students who apply for the IB Diploma program must be able to meet these requirements in order to submit an application and must meet the requirements prior to enrollment in the program. (CMS Board Policy regulation JCA-R, IV. A., 2a and 2b.)

Academic Progress

1. If a student receives a grade of "F" (i.e., quarter grade average below 70) in a required magnet course(s) as listed in Minimum Course Requirements for Student Continuation in Magnet Programs, a parent conference will occur, including the student, teacher(s), counselor(s) and other identified staff as appropriate.

2. A Personal Education Plan (PEP) will be developed to support the student. Support may include, but is not limited to: an extra period for the subject; in school and after-school or Saturday tutorials; peer tutoring; on-line options; extra materials and other identified assistance measures.

3. All members of the conference team will monitor the PEP for one quarter. Comprehensive documentation of all assistance measures is required.

4. At the end of the monitoring period, if none of the approaches designated in the PEP deliver the necessary outcomes, the student's

schedule will be reviewed and modified to the extent possible to ensure student success. The student is withdrawn from the magnet program but remains at the school for the remainder of the school year.

5. A new school choice must be made during the application period for the next school year. The school principal or designee will notify the student placement specialist of the student's change in magnet status and request a new choice application worksheet for the student to complete for school assignment for the next year.

6. The student may not remain at the magnet program at the magnet school for the next school year. He/she may apply to the non-magnet portion of the school during the next application period, if applicable, and participate in the lottery process for admission.

7. If school staff does not comply with and document the procedures as stated in numbers 1, 2 and 3 above, the student remains in the magnet program.

Academy of International Languages (9-12)

Students of the 21st century will need to be proficient in a foreign language in order to become contributing members of our global society. The vision of West Mecklenburg's Academy of International Languages is to provide experiences for students to meet this challenge by offering rigorous cognitive

challenges in their target language and unique, enriching, real-life experiences and applications in business, cultural and social settings.

Offered at West Mecklenburg

NEW!

Waddell College Program/ Professional Development (9-12)

The Early College concept provides students the opportunity to earn college credit while in high school. The program allows 9th and 10th grade students to prepare for college courses by earning credits in AP courses and other higher-level courses. In grades 11 and 12, students take credits at the college level through concurrent enrollment. Eleventh and twelfth grade students continue to earn their high school credits in the morning and take the college classes in the afternoon. Central Piedmont Community College and CMS are partners in the implementation of this program. Graduating students earn 36 college hours and can elect to earn 44 college hours through summer classes or online classes that will transfer across the community college system or the UNC institutions. Grades of D will not transfer.

The magnet program at Waddell also serves as a professional development center for teachers. Partnerships with local colleges and universities are designed to work collaboratively with staff at Waddell to improve the quality of teaching by creating a site for education majors and current educators to receive ongoing professional development, access to research, teaching demonstrations and evaluations of the teaching/learning process. Increased student performance is the goal for this aspect of the program.

Offered at E.E. Waddell High School only

Math/Science & Environmental Studies (9-12)

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

Offered at Harding University

Open Education School (9-12)

Open education in Charlotte-Mecklenburg provides a challenging and intellectual climate where students are encouraged to take responsibility for their learning and behavior. Interdisciplinary approaches to the curriculum encourage curiosity and interest in learning and foster students' development of critical thinking skills.

A strong academic program is provided in an

environment that encourages innovation, experimentation and real-life applications. Students are offered a broad range of varied experiences emphasizing exploration and encouraging depth and mastery in areas of individual interest and ability.

- Laboratory or experience-based programs
- Strong cultural arts program
- Flexible scheduling multi-age grouping
- State-of-the-art computers and technology

Offered at West Charlotte

Center for Leadership and Global Economics (9-12)

The Leadership Center provides opportunities for high schools students to participate in an academic program that emphasizes an understanding of global studies and economics that will prepare them to be future leaders in their chosen field of study. Students will be supported through a series of readiness programs, enrichment activities and a teacher advisor system. Learning extends beyond the classroom through academic internship opportunities, foreign exchange programs and summer internships. Each class of students forms a learning community designed to promote teamwork, individual leadership skills and responsible and ethical decision making.

- Comprehensive curriculum preparing students to be knowledgeable, responsible and ethical leaders
- Specific business and community partnerships developed with the Charlotte Chamber of Commerce, Charlotte World Affairs Council, Leadership Charlotte international corporations and institutions of higher education.
- Application of leadership skills and principles through curricular and extra-curricular activities, community service and enrichment programs
- Identification and development of personal leadership qualities through presentations, research and internship programs.

Offered at Garinger and Olympic

International Baccalaureate Program

The International Baccalaureate Program provides highly motivated college-bound students with an opportunity to pursue a rigorous liberal arts curriculum.

The IB Middle Years Program (IBMYP) is a 6th-10th grade continuum that is authorized by the International Baccalaureate Organization (IBO). The IBMYP focuses on foreign language, humanities, advanced math and an intensive study of the core

subjects integrating internationalism and areas of interaction. Students demonstrate a strong commitment to learning, both in terms of mastery of the subject content and in the development of the skills and discipline necessary for success in the IB program in grades 11 and 12 where international exams begin.

There are no requirements for students who enter the IBMYP in grade 9; however, in order to remain in the IB Magnet Program in grades 11 and 12,

students must choose the IB Diploma Program or the IB Concentrated Studies Program.

Prerequisites for entry into grade 11 for students entering grade 9, IB Diploma Program:

1. Algebra II or Algebra II/Trig.; Geometry
2. Biology; Chemistry or Physics
3. Civics and Economics
4. English 10
5. French, German, Latin or Spanish at Level III
6. World History

Students entering grade 9 must progressively schedule courses to meet the above requirements by grade 11. Rising 11th or 12th graders who apply for the IB Program must be able to meet these requirements in order to submit an application and must meet the requirements prior to enrollment.

Requirements for the IB Concentrated Studies Program for grades 11 and 12:

1. Students must enroll in **three (3) IB courses** in grades 11 and a minimum of two **(2) IB courses** in grades 12. Students take a minimum of three IB courses and exams during grades 11 and 12.
2. Students must take the **IB exam** available for each course. (If a student takes Theory of Knowledge [TOK], there will be a local assessment.)
3. Students must complete **75 hours of community service** during grades 11 and 12. A minimum of 50% of the community service must be in grade 11.

The IB Diploma is awarded by IBO to students who successfully sit for external examinations in six academic subject areas: Language A, Individuals & Societies, Mathematics, Language B, Experimental Sciences, and Sixth Subject elective; complete a course of study in the Theory of Knowledge (TOK); present an Extended Essay reflecting the student's independent research and analysis in one of the six subjects studied, and complete an aesthetic, physical, or social service project.

School counselors and/or IB Coordinators can assist students with registration for the IB Diploma Program or the IB Concentrated Studies Program once admitted.

Offered at East Mecklenburg, Harding, Myers Park, and North Mecklenburg (grades 9-12).

Offered at Independence for grade 12 only. Offered at West Charlotte for grades 9-10 only.

Northwest School of the Arts (9-12 or 6-12)

Northwest School of the Art provides specialized instruction in visual arts, theatre, music, and dance. **Before applying, students go through an audition/portfolio assessment and interview process.** The arts are presented as an integral part of a strong academic program. The focus of the program is on enhancing academic achievement and encouraging excellence in the development of a student's special talents.

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

Phillip O. Berry Academy of Technology provides emphasis in six Career Academies: Computer Science and Information Technology; Construction Crafts Technology; Geoenvironmental and Energy Systems Technology; Manufacturing Systems and Engineering Technology; Medical Sciences and Biotechnology, and Transportation Systems Technology.

Want To Go To College? Follow These Steps...

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

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

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

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

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

Class Rank: Grade point average (GPA) and class rank are calculated yearly beginning in the 9th grade.

School and Community Activities

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

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

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

Complete These Yearly Tasks

Freshman Year - Grade 9

- Talk with your parents and school counselor about future plans. Put your Plan in writing and up date yearly.
- Review and update your Career Development Plan.
- Select a course of study. College Prep, College Tech Prep, Career Prep or Occupational.
- Review college entrance requirements.
- Take challenging classes that prepare you for college.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that advanced classes earn extra quality points. Attendance is also reported on your high school transcript.
- Take the PSAT.
- Explore careers (job shadowing, interest inventory).
- Attend National College Fair/Career Expo with your parents. It is usually held in the spring.
- Participate in extracurricular activities. Keep a record of them.

Sophomore Year - Grade 10

- Review your selection of high school courses, keeping in mind your selected course of study and college entrance requirements.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers. Second semester you are eligible to participate in the Academic Internship Program.
- Update your Educational and Career Planning Portfolio.
- Do well in all courses to maintain or

improve your grade point average and class rank.

- Take the PSAT.
- Attend National College Fair/Career Expo with your parents.
- Continue involvement in school and community activities and keep a record of them.
- Select challenging courses for your junior year during Spring registration. Consider taking Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

Junior Year - Grade 11

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

- In March or May, take the SAT I or ACT and request that the scores be sent to colleges. Registration material is available in your school's guidance and Student Services office.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in December or January.)
- Investigate sources of financial aid (scholarships, grants, and loans).
- Participate in SAT/ACT preparation activities offered at your school.
- In May or June take SAT II examinations if required by the colleges you are considering.
- Take Advanced Placement or International Baccalaureate examinations in May if you were enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Clearinghouse. Information is available in the Student Guidance and Services office at your school.
- Plan your senior year schedule to include the remaining courses you need.
- Continue participation in school and community activities; volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin requesting college applications.
- Maintain good attendance.

Senior Year - Grade 12

- Take classes that will best prepare you for college level work. Remember, most colleges recommend that you take a math and a foreign language course in your senior year.
- If applying to a four-year college for early decision, submit your applications in October or November; try to submit all applications to four-year colleges by December 1. Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request them. You should turn in your written request to the person designated to furnish transcripts in your school's Guidance and Student Services Office **at least two weeks before the transcripts are needed.**
- Continue to meet with college representatives who come to your school.
- Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
- Apply for scholarships. See your counselor for information about scholarships publicized at your school. Visit www.scholarshipplus.com/charmec.
- Take the SAT I again in October or November. Take SAT II if required by your choice of colleges.
- Visit college campuses; teacher workdays are good times for these visits.
- If you did not participate in a work-based

learning opportunity last year, consider one now.

- Attend financial aid workshop. Look for aid from all possible sources.
- If applying for financial aid, complete and file the FAFSA (Free Application for Federal Student Aid) during January. FAFSA forms are available in the Student Services office at your school, or use "FAFSA on the Web" — www.fafsa.ed.gov.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, have an official transcript mailed, take the placement tests, and make an appointment with your community college program counselor.
- In January request that mid-year grades be sent to those colleges requiring them.
- Avoid "senioritis" — stay focused on your course work. Maintain good attendance.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement or International Baccalaureate examinations in May if you were enrolled in those courses.
- Request that a final transcript be sent to the college of your choice.
- Graduate!

Types of Financial Aid

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

Scholarship - gift aid which does not have to be repaid usually given to students with outstanding ability in general scholarship, athletics, or the arts. Visit www.scholarshipplus.com/charmec for scholarship information.

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

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

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

High School Athletics - Grades 9-12

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

Responsibilities of Parents and Student-Athletes

The Student-Athlete:

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

Athletic Eligibility Requirements

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

Grades 9-12	<ul style="list-style-type: none"> • Must meet local promotion standards • Must have earned a 2.0 GPA from previous quarter • Must have 85% attendance from previous semester • Must have passed a minimum load of work during the previous semester * • Must be currently enrolled in at least one-half of the minimum academic course load. • Must be in attendance at school for at least one-half of the instructional day • Shall not participate if he/she becomes 19 years of age on or before October 16 of said school year.
Additional Rules	<ul style="list-style-type: none"> • A student-athlete establishes a "sports school" at which they are eligible to participate in interscholastics athletics. The "sport school" for new students and ninth graders is the school in which the student is enrolled on the first day of school in August of said year. • A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.) • A student-athlete is prohibited from playing the same sport at two schools during the same sport season, even if the second school is the student's home school.
Exceptional Children (Grades 7-12)	<ul style="list-style-type: none"> • The 2.0 eligibility rule will be waived if (1) I.E.P. goals are being met; (2) satisfactory progress is being made in mainstreamed classes, and (3) has the principal's recommendation.
Extended Year (Grades 9-12)	<ul style="list-style-type: none"> • Grades received in extended year courses (2004), which are repeated from courses failed during the previous year, may be substituted for 4th quarter grades when computing the athletic grade point averages for fall competition

*For athletic eligibility purposes, a minimum load is defined as passing six of eight courses in the A/B format of block scheduling.

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

Additional Information - Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the Charlotte-Mecklenburg Schools Department of Athletics web site at: www.cms.k12.nc.us/inside/dept/athletics.

College-Bound Athlete

To play sports as a freshman in NCAA Divisions I and II, you must meet specific standards. You must graduate from high school and make at least a 2.000 grade-point average (based on a 4.000 scale) in 13 core academic courses (through 2003-2004 year). The grade-point average requirements are for 13 core courses, not the overall GPA.

Effective August 1, 2003, for Division I, new standards have been approved increasing the number of requirements to 14 core academic courses.

NOTE: The current standards of 13 core-courses, minimum 2.000 GPA, and minimum SAT (820) or ACT (68) test scores are in place for an additional year whereby the student may qualify under either criteria for the 2004 year. Students should work with their high school counselor and coach to make certain their class schedule is on track to meet the NCAA guidelines.

NCAA Division I Core Academic Course Requirements

- 4 years English
- 2 years math (one year algebra and one year geometry or one year of a higher-level mathematics course for which geometry is a prerequisite)
- 2 years social science
- 2 years natural or physical science

(including one lab course, if offered by the high school)

- 1 year of an additional course in English, math or natural or physical science
- 2 additional years of academic courses in any of the above areas, or in foreign language, computer science, philosophy or comparative religion (3 additional years of academic courses in the above areas-effective August 1, 2003)

NCAA Division II Core Academic Course Requirements

- 3 years English
- 2 years math
- 2 years social science
- 2 years natural or physical science (including one lab course, offered at the high school)
- 2 years additional courses in English, math or natural or physical science
- 2 additional years of academic courses in any of the above areas, or foreign language, computer science, philosophy or comparative religion

Initial-Eligibility Clearinghouse Certification

If the student intends to participate in NCAA Divisions I or II athletics as a freshman, then he/she must register and be certified by the NCAA Initial-Eligibility Clearinghouse.

Clearinghouse Registration Materials

High school counselors can obtain registration materials, at no cost, by calling the Clearinghouse at (319) 337-1492.

Fee Waivers

High school counselors may waive the Clearinghouse fee if the student has previously qualified for and received a waiver of the ACT or SAT fee.

Test-Score Requirements (SAT, ACT)

- In Division I, the number of high-school core courses required by students to participate in sports as a freshman will increase from 13 to 14, maintain the requirement for a 2.000 GPA in core courses, and extend the sliding-scale relationship between standardized test scores and core-course GPA by eliminating the minimum test score. (effective August 1, 2003)
- In Division II, the student must achieve the minimum required SAT score (820) or ACT score (68) before his/her first-time college enrollment in order to qualify.

Additional Information

Contact the Charlotte-Mecklenburg Schools Department of Athletics web site at: www.cms.k12.nc.us/inside/dept/athletics and click on "College Bound NCAA Information" link: www.ncaa.org.

CMS High School Policies

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

Grade Point Average/Class Ranking — IKC-R

I. Grade Point Average (GPA)

A. Computation

1. The following courses are included in calculation of GPA:
 - a. Coursework attempted in CMS in grades 9 through 12, unless the course is one that is specifically exempted from inclusion in GPA:
 - i. The coursework may be taken during the regular or extended year term, or at an alternative school site;
 - ii. For information on CMS courses that are not included in GPA calculation, refer to course descriptions in the current year's "High School Planning Guide;"
 - b. Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution;
 - c. Courses taken in accredited educational institutions before the student enrolled in CMS;
 - d. New coursework taken at accredited non-CMS educational institutions that is necessary for the student to satisfy a graduation requirement and is not reasonably available to the student within CMS (see IKF-R for additional information on this requirement);
 - e. New coursework taken at accredited non-CMS educational institutions that the principal and

the superintendent's designee approve for inclusion as a graduation requirement, as set forth in IKF-R;

- f. Courses taken at Central Piedmont Community College through the College Experience Program.
2. The following courses are not included in calculation of GPA:
 - a. Courses transferred from home schools (effective with the 2003 – 04 school year);
 - b. Courses transferred from non-accredited schools (effective with the 2003 – 04 school year);
 - c. New coursework taken by CMS students at accredited non-CMS institutions that does not meet the criteria set forth above for inclusion in graduation requirements.
3. The number of quality points a student may earn for a particular course is determined by a combination of the student's grade in the course and the academic level of the course, as follows:

Final Course Grade	ACADEMIC COURSE LEVEL		
	Regular (including College Experience)	Advanced/Honors/Academically Gifted	Advanced Placement/International Baccalaureate
	TOTAL QUALITY POINTS PER SEMESTER*		
	(Unweighted)	(Weighted)	(Weighted)
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

*For a year long course, double the number of quality points.

3. Students enrolled in advanced or honors courses must complete all course requirements in order to be awarded weighted quality points.
4. As set forth in Policy IKF, "Graduation Requirements," course

requirements for AP and IB courses include taking the appropriate AP or IB exam. One letter grade will be deducted from the final course grade of a student in an AP or IB course who does not take the required exam. This provision does not apply to a student who, because of extenuating circumstances, does not take an AP or IB exam. This provision shall become effective at the beginning of the 2001-2002 school year.

5. The number of quality points used in the GPA calculation formula shall be based upon the final course grade in all cases where the final course grade is available. If the final course grade has not yet been awarded, the alternate final mark (i.e. the semester grade in a year long course) shall be used to determine the number of quality points.
6. To determine an unweighted GPA, total quality points (disregarding the additional quality points awarded for upper level courses) is divided

by the total number of semesters attempted.

7. To determine a weighted GPA, total quality points (weighted and unweighted) is divided by the number of semesters attempted.

¹ See Policy IKF, "Graduation Requirements," for the numbers of credits and types of courses required for high school graduation.

² Note that courses may be repeated, either because of a failing grade, to attempt to improve a grade or to master the course content. For GPA calculation purposes, credits earned in repeated courses are included in the total credit count. However, in determining the number of credits earned to satisfy graduation requirements, credit awarded for a course will be included only one time in the credit total.

³ The method for calculating Interim and End-of-Year GPA is consistent with the standard method for calculating GPA and class rank for public high school transcripts required by the NC Board of Education and devised by the University of North Carolina.

8. A GPA calculated at mid-term is an Interim GPA. An Interim GPA is based upon all final course grades and, for courses in progress, the alternate final marks.
9. At the end of the school term, after final course grades have been awarded, for purposes of calculating an End-of-year GPA the alternate final marks are converted to final course grades, which are then used as grades for both first and second semesters in the GPA calculation formula.
10. GPA will be computed to the thousandth of a percent and rounded to the nearest hundredth. Place values beyond the rounded hundredth's place will not be considered as part of the GPA.

B. Schedule for Calculating GPA

1. A student's end-of-year weighted GPA will be calculated at the end of grades nine through twelve, using final course grades.
2. An interim weighted GPA will be calculated at the end of first semester of a student's junior and senior years.

II. Rank in Class

A. Students Eligible to Ranked

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

B. Computation

1. Class rank will be determined by ranking all students numerically by weighted GPA. The student(s) with the highest average will be

assigned a rank of number one (1) in the class. The student(s) with the second highest average will be assigned the next highest rank. Students who have the same GPA will have the same rank in class.

2. All high schools will determine Junior Marshals by ranking students according to the Interim weighted GPA's calculated at the end of first semester of the students' junior year.
3. Effective with the graduating class of 2003, all high schools will determine honor graduates (Valedictorian and Salutatorian) by ranking Seniors according to the weighted GPA's calculated at the end of second semester of the students' senior year.
4. All students who share the top ranking will share the title of Valedictorian. All students who share the next highest ranking will share the title of Salutatorian.

C. Schedule for Determining Class Rank

Class rank shall be run according to the following schedule:

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

Grading/Assessment Systems — IKA-R
(reference to high school section only; entire regulation can be viewed at the CMS website, www.cms.k12.nc.us)

III. High School Grading Scale

In each course, a student shall be given an academic grade that reflects the student's achievement of grade level expectations. Letter grades will be used for all courses. Plus (+) and minus (-) signs will not be used.

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

A. Grading Scale for Grades 9-12:

1. Academic Progress
 - A = 93–100 Excellent Performance
 - B = 85–92 Very Good Performance
 - C = 77–84 Satisfactory Performance
 - D = 70–76 Inconsistent, Low Performance
 - F = Below 70 Unsatisfactory Performance
 - I = Incomplete Student has not fulfilled the course requirements. Grade will revert to an "F" if course requirements are not met within ten school days of the beginning of the next quarter, or, for fourth quarter, within ten days of the last day of school. These time limits may be extended in extenuating circumstances.
2. In a year long course, the final grade shall be based on the formula: Semester 1 (37.50%) + Semester 2 (37.50%) + Final examination (25%) = year grade. The examination grade is the numeric score on the EOC, VoCATS, or the teacher-made comprehensive examination.
3. In an Advanced Placement or International Baccalaureate course the final grade shall be based on the formula: Semester 1 (50.00%) + Semester 2 (50.00%) = final grade. If a student fails to take the AP or IB exam, the student must take a teacher-provided exam. In this case the student's final grade shall be determined according to the formula set forth in paragraph 2. Circumstances in which the student may be excused from taking the AP or IB exam are set forth in Regulation IKAAR.

B. Conduct Grading Scale:

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

⁴ For the Graduating Class of 2002, honor graduates will be determined based on Seniors' class ranks at the end of 7th semester (mid-point Senior year).

IV. High School Schedule Changes

A. Student Initiated Course Changes

1. A student will not be penalized for a non-administrative course schedule change that is approved within the first twenty school days of the beginning of a course.
2. A student will receive a grade of "F" in a course for which a non-administrative course schedule change is made after the first twenty school days of the beginning of a course.
3. A non-administrative schedule changes includes actions by a student or a parent to drop or withdraw from a course.

B. Administrative Courses Changes

1. The administration may initiate a student course change at any point before the beginning of fourth quarter without penalty to a student. Such administrative actions include rescheduling a student to a different section of a course or removing a student from a course ("dropping" a course).
2. Administratively initiated schedule changes from one section of a course to another or to a more advanced course should be allowed at the discretion of the principal.
3. Administratively initiated course drops should be made only for the welfare of the student and in compelling circumstances that are beyond the control of the student or his or her parents. Such circumstances include but are not limited to the following:
 - a. The student is or has been seriously ill for an extended period of time;
 - b. The student has been in an accident and suffered severe, debilitating injuries; or
 - c. The student suffers from psychological problems or a

mental illness and is under the care of a mental health professional.

- d. After the student has enrolled in the course, the student is assessed for learning difficulties or academic weaknesses, and the student is identified as being learning disabled or certified as an Exceptional Child.
- e. The student was inappropriately placed in a course after having transferred into the district and enrolled in school before his or her records were received and reviewed for proper course placement.

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

V. Schedule Changes for EOC Courses (Courses for which the state requires an End of Course Test)

The following rules apply to all middle and high school students enrolled in EOC Courses.

A. Student Initiated Course Changes

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

B. Administrative Course Changes

A student enrolled in an EOC course may be dropped from the course after the first twenty school days only upon satisfaction of the guidelines set forth in Section IV. B, and upon notification and approval from the CMS Department of Instructional Accountability. The principal must review each case and assure that the reasons for the student's withdrawal from the course are documented. Other requirements may be established by the Department of Instructional Accountability and the NC Department of Public Instruction.

Promotion, Retention, and Acceleration of Students — IKE-R (reference to certain sections only; entire regulation can be viewed from the CMS website, www.cms.k12.nc.us)

K. Ninth Grade

13. Effective with the 2001-2002 school year, to be designated as a tenth grade student, a student must have earned a grade of 70 ("D") or above and completed six (6) units of credit in courses which must include English I, a mathematics course, and four other units of credit.
14. Notwithstanding the provisions of paragraph 13, effective with the 2001-2002 school year, a student in the Exceptional Children program who is following the Occupational Course of Study may be promoted to the next grade level based on the total number of credits earned, without regard to the specific courses for which the credits are awarded.

L. Tenth Grade

10. Effective with the 2001-2002 school year, to be designated as an eleventh grade student, a student must have earned a grade of 70 ("D") or above and completed twelve (12) units of credit in courses which must include English I and II, two math courses (one of which must be Algebra I²²), and eight other units of credit.²³
11. Notwithstanding the provisions of paragraph 10, effective with the 2001-2002 school year, a student in the Exceptional Children program who is following the Occupational Course of Study may be promoted to the next grade level based on the total number of credits earned, without regard to the specific courses for which the credits were awarded.
12. An EC student who is following either the Career, College Tech Prep, or College/University Prep Course of Study pathway²⁴ may be promoted to the next grade level without completing the Algebra I requirement.

²² See paragraph 12, below, for exceptions to this requirement for students in the Exceptional Children program.

²³ Beginning with the graduating class of 2004, students must earn 28 credits to graduate from high school.

²⁴ The CMS Course of Study chart is found in Exhibit IKF-E in the Policies & Regulations Manual.

²⁵ See paragraph 13, below, for exceptions to this requirement for students in the Exceptional Children program.

²⁷ Beginning with the graduating class of 2004, students must earn 28 credits to graduate from high school.

²⁸ The CMS Course of Study chart is found in Exhibit IKF-E in the Policies & Regulations Manual.

M. Eleventh Grade

11. Effective with the 2002-2003 school year, to be designated as a twelfth grade student, and eleventh grade student must have earned a grade of 70 ("D") or above and complete twenty (20) units of credit in courses which must include English I, II, III, three mathematics courses (one of which must be higher than Algebra I 26), two social studies courses, two science courses, and ten other units of credit.²⁷
12. Notwithstanding the provisions of paragraphs 10 and 11, effective with the 2001-2002 school year, a student in the Exceptional Children program who is following the Occupational Course of Study may be promoted to the next grade level based on the total number of credits earned, without regard to the specific courses for which the credits were awarded.
13. An EC student who is following either the Career, College Tech Prep, or College/University Prep Course of Study pathway²⁸ may be promoted to the next grade level without completing the Algebra I requirement, provided the student has an Individual Education Plan (IEP) that indicates the student will be provided additional time to complete the Algebra I requirement.

Regulation IKE-R has been amended to add the Alternative Promotion Standards for 11th to 12th grade set forth below. The Alternative Promotion Standards are effective immediately.

Current Rules - Regulation IKE-R

To be promoted to 12th grade, a student must complete 20 credits in:

- English I, II, and III,
- Three mathematics courses (one of which must be higher than Algebra I),
- Two social studies courses,
- Two science courses, and
- Ten other units of credit

11th to 12th Grade Alternative Promotion Standards:

A student who is classified as a junior who does not meet the above standards will be promoted to 12th grade upon meeting the requirements of one of the following categories. This rule applies to students who were in the eleventh grade in the 2002-2003 school year and for subsequent school years.

Category One

The student:

- Must be enrolled in 8 courses during the regular school day at the high school he/she attends, and
- Will meet graduation requirements upon passing these eight courses.

Category Two

The student:

- Can meet graduation requirements by taking eight courses,
- Is not able to enroll in the necessary courses at the high school he/she attends because of scheduling conflicts,

- Must enroll in courses at Midwood that will enable him/her to make up the deficit credits during the regular school year.

Category Three

A student in the 11th grade who does not meet either the Current Promotion Standards or fit into Categories One or Two may be able to be classified as a senior before graduation and graduate with his/her class if the following criteria are met:

The student must:

- Need more than 8 credits to graduate, and
- Be enrolled in 8 courses at the high school he/she attends, and
- Enroll in courses at Midwood that will enable the students to make up the deficit credits he cannot make up at his/her high school.

At the start of the school year, the student would be classified as a junior. If the student meets all these criteria, upon passing the courses at Midwood, at the end of the grading period the student will be reclassified as a senior, placed in a senior homeroom and accorded senior privileges.

Summary of Standards

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

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

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

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

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

Glossary

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

Most colleges will accept ACT scores for admission.

ECS – Notation for some CMS Exceptional Children's courses. Those Exceptional Children courses which begin with ECS follow the North Carolina Standard Course of Study. Students take the end-of-course test, where appropriate, and earn credit toward graduation if the course is successfully completed.

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

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

International Baccalaureate Concentrated Studies Program – a program offered for IB continuation students giving them the opportunity to receive IB authorized credits under specific guidelines while not participating in the IB diploma program.

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

Pacesetter - a College Board program with instructional strategies that focus on use of assessments for diagnostic purposes, on group work, and on instruction based in application. With rigorous fourth-year courses in mathematics and English and a third-level course in Spanish, Pacesetter provides a unique opportunity for students.

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

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

SAT I - a 3-hour exam that measures verbal reasoning and mathematical/problem-solving abilities and predicts how a student may perform on college-level work. Many colleges require or recommend this test for admission or placement.

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

NEW SAT 2005 - This new SAT will be administered for the first time in March 2005. Upcoming changes include:

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

Notes:

Prepare for greatness



Charlotte-Mecklenburg Schools

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