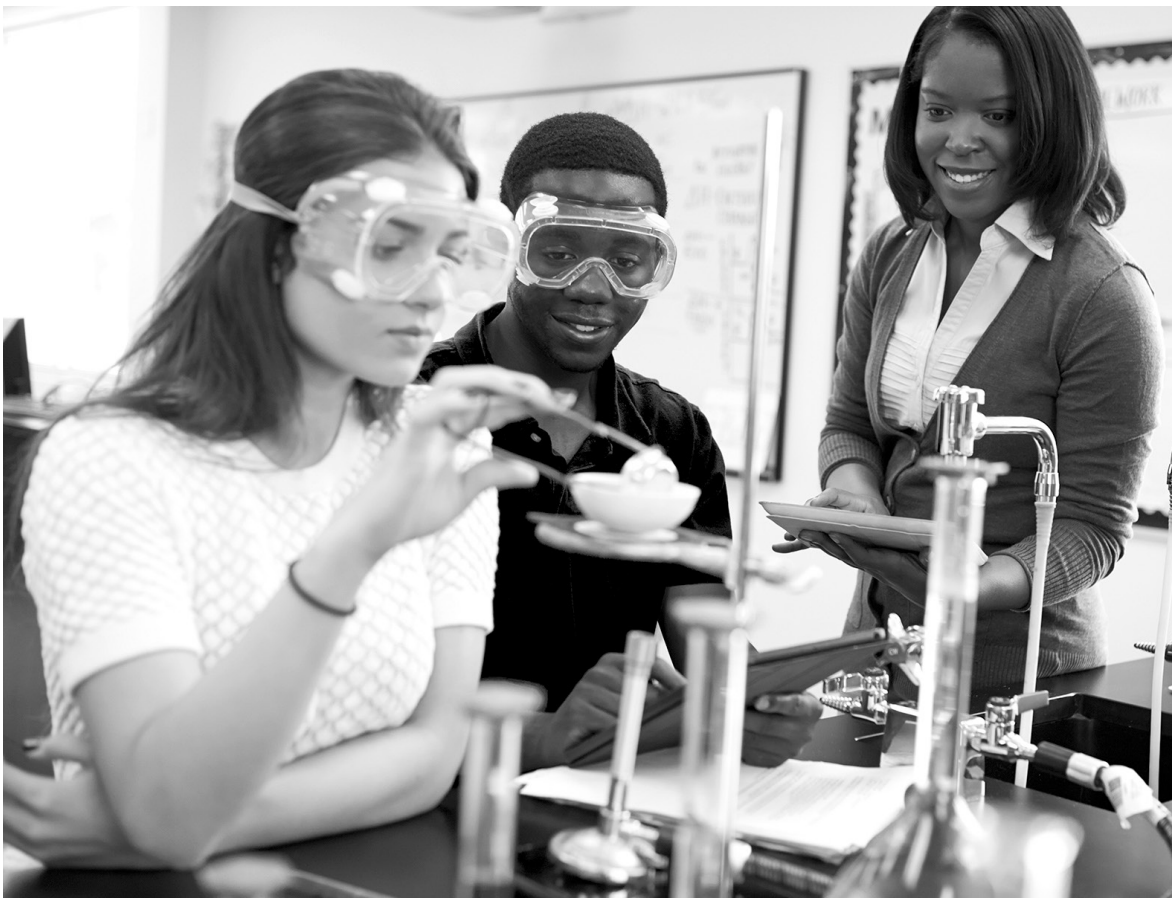


# 2022-2023

## HIGH SCHOOL PLANNING GUIDE





**Office of the Superintendent**

4421 Stuart Andrew Blvd., Suite 100

Charlotte, NC 28217

Courier #835A

☎ 980-343-6270

📠 980-343-7135

Dear CMS families,

As we continue to navigate the fallout from the COVID-19 pandemic, it is more important than ever for us to help you and your student find educational programs and services that fit your student's unique interests and talents. CMS' goal is to offer each student the opportunity to succeed, whatever the student's preferences; we have developed this high school planning guide to facilitate that process.

Please review the information in this packet with your student and decide together which educational path is best. CMS educators and professionals are ready to help you with this important planning. If you find you need help, I encourage you to reach out to your student's school counselor or a member of the administrative team at the school. Our staff is willing and able to work with you to find the best option for your student.

We hope to work together with you and your student to create an educational plan that utilizes the district's unique offerings best suited to enabling growth and development.

Thank you for choosing Charlotte-Mecklenburg Schools.

Sincerely,



Earnest Winston  
Superintendent

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<i>5833 Millhaven Lane, Charlotte, NC 28269</i>	
<b>CHARLOTTE-MECKLENBURG VIRTUAL</b> .....	<b>980-343-3066</b>
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<b>COCHRANE COLLEGIATE ACADEMY</b> .....	<b>980-343-6460</b>
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<b>EAST MECKLENBURG</b> .....	<b>980-343-6430</b>
<i>6800 Monroe Road, Charlotte, NC 28212</i>	
<b>GARINGER</b> .....	<b>980-343-6450</b>
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<b>HARDING UNIVERSITY</b> .....	<b>980-343-6007</b>
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<b>HARPER MIDDLE COLLEGE</b> .....	<b>980-343-0012</b>
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<b>HAWTHORNE ACADEMY</b> .....	<b>980-343-6011</b>
<b>MILITARY AND GLOBAL LEADERSHIP ACADEMY</b>	
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<b>HOPEWELL</b> .....	<b>980-343-5988</b>
<i>11530 Beatties Ford Road, Huntersville, NC 28078</i>	
<b>INDEPENDENCE</b> .....	<b>980-343-6900</b>
<i>1967 Patriot Drive, Charlotte, NC 28227</i>	
<b>JULIUS L. CHAMBERS</b> .....	<b>980-343-5284</b>
<i>7600 IBM Drive, Charlotte, NC 28262</i>	
<b>LEVINE MIDDLE COLLEGE</b> .....	<b>980-343-9437</b>
<i>2728 Campus Ridge Road, Matthews, NC 28105</i>	
<b>MALLARD CREEK</b> .....	<b>980-343-1341</b>
<i>3825 Johnston Oehler Road, Charlotte, NC 28269</i>	
<b>MERANCAS MIDDLE COLLEGE</b> .....	<b>980-343-0035</b>
<i>11930 Verhoeff Drive, Huntersville, NC 28078</i>	
<b>MYERS PARK</b> .....	<b>980-343-5800</b>
<i>2400 Colony Road, Charlotte, NC 28209</i>	
<b>NORTH MECKLENBURG</b> .....	<b>980-343-3840</b>
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<b>NORTHWEST SCHOOL OF THE ARTS</b> .....	<b>980-343-5500</b>
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<b>OLYMPIC</b> .....	<b>980-343-3800</b>
<i>4301 Sandy Porter Road, Charlotte, NC 28273</i>	
<b>PERFORMANCE LEARNING CENTER</b> .....	<b>980-343-1118</b>
<i>2300 West Sugar Creek Road, Charlotte, NC 28262</i>	



<b>PHILLIP O. BERRY ACADEMY OF TECHNOLOGY</b> ..	<b>980-343-5992</b>
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<b>PROVIDENCE</b> .....	<b>980-343-5390</b>
<i>1800 Pineville-Matthews Road, Charlotte, NC 28270</i>	
<b>ROCKY RIVER</b> .....	<b>980-344-0409</b>
<i>10505 Clear Creek Commerce Drive, Mint Hill, NC 28227</i>	
<b>SOUTH MECKLENBURG</b> .....	<b>980-343-3600</b>
<i>8900 Park Road, Charlotte, NC 28210</i>	
<b>TURNING POINT ACADEMY</b> .....	<b>980-343-5231</b>
<i>8701 Moores Chapel Road, Charlotte, NC 28214</i>	
<b>WEST CHARLOTTE</b> .....	<b>980-343-6060</b>
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<b>WEST MECKLENBURG</b> .....	<b>980-343-6080</b>
<i>7400 Tuckaseegee Road, Charlotte, NC 28214</i>	
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<b>WILLIAMS SECONDARY MONTESSORI</b> .....	<b>980-343-0040</b>
<i>2400 Carmine Street, Charlotte, NC 28206</i>	

# 1 MAGNET PROGRAMS



## ENTRANCE AND CONTINUATION REQUIREMENTS

Entrance requirements exist for certain magnet programs. Students interested in applying to these magnet programs should meet the requirements for the grade levels indicated. Any designated entrance requirements must also be met before the sibling guarantee is applied. Once students are admitted into a magnet program in middle or high school, they are expected to participate in specific components, to enroll in required magnet courses and to pass the required courses. This section outlines the programs, the entrance requirements to enter the magnet program, and any continuation requirements to remain in a magnet program. An acknowledgement of magnet program expectations, entrance, and continuation requirements is required in order to complete and submit an online magnet lottery application or a Request for Reassignment/Transfer.

\*English Learners have equal access to participate in all district-wide programs, including Magnet Programs.

\*Please note High School Magnet Programs are not required to offer the Occupational Course of Study (OCS) diploma pathway. The magnet program cannot be substantially modified; thus, High School Magnet Programs are not able to effectively implement the IEP for students following the OCS diploma pathway.

## CURRENT HIGH SCHOOL MAGNET PROGRAMS

### AUTOMOTIVE TECHNOLOGY, COSMETOLOGY & CULINARY ARTS AT NORTH MECK

North Mecklenburg High School offers students comprehensive programs of study that align with business and industry needs and enhance their 21st century leadership skills. These programs are designed to intentionally cultivate and nurture the entrepreneurial spirit in students by providing the skills necessary to successfully compete for and create jobs in the evolving and future workplace. Students can prepare for a wide range of business related career pathways, including finance, marketing and hospitality and business services, like cosmetology. By encouraging an entrepreneurial mindset, students will succeed whether they pursue higher education, enter the workforce, or become entrepreneurs.

**AUTOMOTIVE SYSTEMS TECHNOLOGY** prepares students to work at the entry level in a dealership or automotive repair facility. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions Inspections.

**THE COSMETOLOGY APPRENTICE PROGRAM** is licensed by and follows the regulations of the North Carolina Board of Cosmetic Arts Examiners. Cosmetology students can earn up to 1200 hours of instruction in theory and practice application.

**CULINARY ARTS** students receive hands-on training in a fully equipped kitchen in a program that articulates both public and private post-secondary arts programs.

### DIGITAL MARKETING, MULTIMEDIA AND DESIGN (DM2D) AT IMECK ACADEMY

The iMeck Academy of Global Influencers is the leading Digital Marketing, Multimedia and Design (DM2D) program in CMS, where student performance thrives through creativity. As a multimedia school, we are committed to teaching students the necessary marketing, editorial, design and communications skills needed to produce potent content. Our goal is to connect students with their passions that will drive their future careers. Learners who thrive in DM2D present an innovative approach to the demonstration of mastery, while cultivating their interests in Business, Marketing, Graphic Design, App and Web Development, Art or Journalism. There are no entrance requirements for this program.

### EARLY COLLEGE

Early colleges started in North Carolina in 2004 and focused on providing opportunities for first-generation college students, under-represented minority groups, and students seeking acceleration.

**CHARLOTTE TEACHER EARLY COLLEGE (CTEC) AND CHARLOTTE ENGINEERING EARLY COLLEGE (CEEC)** are a joint venture between Charlotte Mecklenburg Schools (CMS) and UNC Charlotte. The program of study allows students to complete many of their high school credits in the first 2 years of the program. CMS early college programs have open enrollment for the 9th grade, but students must achieve a 2.5 weighted GPA to access UNC Charlotte coursework. If minimum GPA requirements are met, during the final three years of the program, students have the opportunity to take UNC Charlotte coursework focused on education and courses that meet the university general education requirements. At the end of five years, early college students have the opportunity to complete their 24 high school credits and up to 60 hours of transferable college credit. All university tuition, fees and textbooks are included in the experience. CTEC and CEEC currently admit students each year in the 9th grade via the CMS School Options Lottery. Students can apply for admission to the 10th grade if vacant seats exist.

### INTERNATIONAL BACCALAUREATE

The International Baccalaureate Program provides highly motivated students with an opportunity to pursue a rigorous liberal arts curriculum. The IB Middle Years Program (IBMYP) is a 6-10 grade continuum that is authorized by the International Baccalaureate Organization (IBO). The IB MYP focuses on world language, humanities, advanced math and an intensive study of core subjects integrating internationalism and interdisciplinary concepts. 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 take place. The IB Diploma is awarded by the IBO to students who successfully complete the course requirements, sit for the exams and obtain the requisite scores, complete a course of study in the Theory of Knowledge (TOK), present an Extended Essay reflecting the student's independent research and analysis in one of the six subject areas studied, and complete service that includes activities requiring both creativity and physical vigor. School counselors and/or IB coordinators can assist students with registration for the IB program once admitted. There are entrance requirements for this magnet program, which is offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg and West Charlotte High Schools. (Note that the Myers Park HS program is not a magnet and is only available for students living in the Myers Park HS zone.)

Students entering an IB high school must be promoted at the end of the school year in which the application is made. In order to enter the IB Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Math 1; Math 2; Math 3; Envi-

ronmental Science and/or Biology; Chemistry and/or Physics; World History or Economics and Personal Finance; Civics and Economics; and levels 1 through 3 of a World Language (e.g., Chinese, French, German, Latin or Spanish). Students entering grade 11 must apply through a Reassignment/Transfer request and a transcript analysis must be completed by the prospective school. Only students currently enrolled in a IB Diploma Program will be accepted into grade 12. Students must be promoted, participate in all service requirements, and complete their Personal Project (grade 10). Students may opt to complete IB content certificates if they are not on track to complete the IB Diploma by the end of the 11th grade. (See specific grade level course.)

## IB MIDDLE YEARS PROGRAM (IBMYP) COURSE REQUIREMENTS OVER GRADES 9 & 10

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

## IB DIPLOMA PROGRAM COURSE REQUIREMENTS OVER GRADES 11 & 12

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

## MIDDLE COLLEGE

In partnership with Central Piedmont Community College (CPCC), CMS offers accelerated learning opportunities that provide students the opportunity to take college courses while completing their high school graduation requirements. Students can complete an associate's degree or earn up to two years of transferable college credit, tuition free. Given the rigor of completing both the high school diploma and the associate's degree or two years of college credit, students have an additional year (i.e., grade 13) to graduate. Middle College High Schools (MCHS) are located on the Cato, Levine, Harper and Merancas campuses of CPCC. The program serves high school students in grades 11-13 and admits up to 100 students per grade level each year. Students enrolled in a MCHS will take courses required for high school graduation while also taking college courses towards a post-secondary certificate, college transfer, Associate's degree, and/or industry certification.

Students must have a minimum 2.8 unweighted GPA prior to the conclusion of the lottery. Upon submission of the lottery application, students must also complete the additional application materials. Students whose GPA drops below the requirement after the lottery will be subject to the district's revocation process, and it is possible that the student will be reassigned to the student's neighborhood home school.

## MILITARY, GLOBAL LEADERSHIP, AND PUBLIC SAFETY AT HAWTHORNE

The Military, Global Leadership, and Public Safety Academy provides a rigorous, traditional academic learning environment for students. The program is NOT a boot camp but is designed to develop students' problem solving, creative and critical thinking

skills. Students in this program are instilled with a sense of responsibility through character development and community service. They develop an understanding of world languages, geography, politics, and economics to gain a global perspective and to become better prepared to understand and choose post-secondary educational opportunities. There are entrance requirements for this magnet program. Students must participate in the JROTC and /or Public Service Academy annually and pass associated courses annually.

## NORTHWEST SCHOOL OF THE ARTS

Nationally and internationally known for excellence in academics and the arts, NWSA allows high school students to build a strong academic foundation, while refining their skills in one arts area (dance, choral music, instrumental music, theatre, or visual arts). Students experience art first hand, through exhibition, performances, competitions, and arts/artist exposure experiences. The school exemplifies the fact that academic excellence stems from learning that is embedded in the arts. Students entering the program are required to pass an audition or, in the case of Visual Arts, a portfolio review, prior to being placed in the lottery for vacant seats in the school. Students who attend Northwest School of the Arts in the 8th grade can retain their seat at the school for high school if they pass their high school auditions. For audition information, go to [nwsauditions.com](http://nwsauditions.com).

## SECONDARY MONTESSORI

The Secondary Montessori program aims to prepare students not only for post-secondary education, but for all of life, by equipping them with a compassionate global perspective and a deep understanding of the core values of commitment, community, initiative, compassion and responsibility. This type of holistic education is one that guides students on the path to becoming confident and capable humans, able to adapt to anything life presents. Students are engaged in rigorous academic work, both independent as well as cooperative. It challenges them to work with grace and courtesy in community, and to practice self-evaluation as a way to reflect on academic as well as personal growth.

## STEM: SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Students entering grade 9 and 10 must apply during the lottery period. There is no requirement for entry. Students entering in grades 11 and 12 apply via the Request for Reassignment/Transfer process including a transcript analysis completed by the prospective school. Students must pass STEM courses and Project Lead The Way courses annually and participate in a STEM co-curricular activity.

## STEM AT PHILLIP O. BERRY ACADEMY OF TECHNOLOGY

Phillip O. Berry Academy is a comprehensive, district-wide magnet high school offering an accelerated core academic curriculum in STEM (Science, Technology, Engineering, and Math), with more than 15 career and technical education courses offered throughout the school. Teachers at Phillip O. Berry Academy of Technology facilitate and differentiate instruction to address the learning styles of all students within a school culture that values and honors all students. The school's mission is to provide an education centered on a rigorous and relevant curriculum with focused human relations between students, parents, staff and the community. Complementing the rigorous and relevant academic and technical curriculums are a comprehensive athletic program, and student clubs and activities, as well as electives in Spanish, French, Fine Arts, Band, and Orchestra.

## HEALTH SCIENCES AT HAWTHORNE

The Academy of Health Sciences at Hawthorne is a Cooperative Innovative High School in partnership with Central Piedmont

# 1 MAGNET PROGRAMS

Community College (CPCC) focused on the Life and Health Sciences careers serving students in grades 9 - 12. Students will have the opportunity to participate in coursework that prepares them to pursue careers in medicine, nursing, clinical research, sports medicine, physical therapy, and related fields. In addition, students will participate in career development activities such as job shadowing and internships. All course work will be honors, Advanced Placement and/or community college level courses. Rising 9th and 10th grade students are eligible to apply for admission to the HAHS. Students enrolled in the Hawthorne Academy of Health Sciences will take courses required for high school graduation and college courses leading towards a post-secondary certificate, college transfer, associate's degree, and/or industry certification. All CPCC college courses are provided at no charge to HAHS students.

## VIRTUAL LEARNING AT CHARLOTTE MECKLENBURG VIRTUAL HIGH SCHOOL

Learning any time, anywhere, any path. CMVHS is a virtual high school offering motivated students in grades 9-12 flexible online learning options. CMVHS is designed to allow maximum personalization for students who desire a more flexible school experience. A successful online student is self-motivated, organized, self-disciplined, comfortable with technology, and has strong time management and communication skills. Students should have the ability to work independently and communicate with their teachers. CMVHS students are expected to have a high level of engagement and communication with school staff. For more information and enrollment details, please contact the school at 980-343-3066 or visit the CMVHS website: <https://schools.cms.k12.nc.us/charmck-virtualHS/Pages/Default.aspx>

## WORLD LANGUAGES

Students of the 21st century will need to be proficient in more than one language in order to become contributing members of our global society. The vision of the World Languages program 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. This program is currently offered at South Mecklenburg and North Mecklenburg High Schools.

Students entering a World Language magnet at grades 9-10 must apply during the lottery period. All students entering grade 9 must have successfully completed the first level of a world language prior to attending, or, be willing to take both level 1 and level 2 of a world language in 9th grade. Students entering grade 10 must pass and receive credit for English I with a minimum grade of C and have completed the second level of a world language. Students entering in grades 11 and 12 apply via the Request for Reassignment/Transfer process and have a transcript analysis completed by the prospective school. Students must successfully complete two consecutive world languages courses each year.



## MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION IN MAGNET PROGRAMS

### ONE COURSE PER YEAR:

Military & Global Leadership Academy  
Phillip O. Berry Academy of Technology  
South Mecklenburg, North Mecklenburg- Academy of International Languages (Grade 11) - World Languages course

### TWO COURSES PER YEAR:

Northwest School of the Arts (Grades 9 & 10)  
South Mecklenburg, North Mecklenburg Academy of International Languages (Grades 9, 10 & 12) - World Languages course

### THREE COURSES PER YEAR:

East Mecklenburg, Harding, Myers Park, North Mecklenburg, West Charlotte - IBMYP (Grades 9-10)\*, Northwest School of the Arts (Grades 11 & 12)





## NC ACADEMIC SCHOLARS PROGRAM

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

Table 2.1

Credits	The following designated number of credits per subject listed below must be taken in grades 9-12.
4	English Language Arts I, II, III, IV
4	(NC Math 1, 2, 3 and a higher level mathematics course with NC Math 3 as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
4	Social Studies (World History, American History, Founding Principles of the United States and North Carolina: Civic Literacy and Economics & Personal Finance)
2	Two (2) credits in a second language required for the UNC System.
1	Health/Physical Education
4	Four elective credits constituting a concentration recommended from one of the following: Career and Technical Institute, JROTC, Arts Education, Second Languages, any other subject area * one course being a level II course in the Career Cluster
3	Higher level courses taken during junior and/or senior years which carry five or six quality points such as: - AP - IB - Dual or college equivalent course - Advanced CTE/CTE credentialing courses - On-line courses - Other honors or above designated courses
<b>OR</b>	
2	Higher level courses taken during junior and/or senior years which carry five or six quality points such as: - AP - IB - Dual or college equivalent course - Advanced CTE/CTE credentialing courses - On-line courses - Other honors or above designated courses AND Completion of The North Carolina Graduation Project
25 or 24 + NCGP	Note: Adopted by the State Board of Education in July 2009. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2012-2014.

### Students must:

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

### AP® SCHOLARS AWARDS PROGRAMS

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

#### AP SCHOLAR

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

#### AP SCHOLAR WITH HONOR

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

#### AP SCHOLAR WITH DISTINCTION

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

#### AP STATE SCHOLAR

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

#### NATIONAL AP SCHOLAR

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

### ADVANCED PLACEMENT INTERNATIONAL DIPLOMA

#### APID Criteria

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

For additional information on APID, please visit the website: <http://international.collegeboard.org/programs/apid>

### ADVANCED PLACEMENT RECOMMENDATIONS FOR NINTH AND TENTH GRADE STUDENTS

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

## 2 ADVANCED STUDIES

### CHARLOTTE-MECKLENBURG SCHOLARS

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

Table 2.2

Credits	Courses
4	English I, II, III, IV
4	Science (must include one second level science or one AP/IB level or one college-level science course)
4	Mathematics (must include one math course for which NC Math 3 is a prerequisite)
4	World Language (four levels of one language or two levels of two different languages)
4	Social Studies (Founding Principles of the United States and North Carolina: Civic Literacy, American History, World History, and one second level or one AP/IB or one college-level social studies course)
1	Health/Physical Education
1	Arts Education
8	Electives
An overall unweighted GPA of 3.5 is required (at end of 1st semester of 12th grade)	

### ADVANCED PLACEMENT COURSES (AP):

Research has shown that students who participate in AP courses outperform others in college, particularly in grades and graduation rates. CMS believes that all children deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses. We want to provide our students and parents with information to aid them in determining what AP classes and how many AP classes a student should consider.

If you would like further information about the Advanced Placement program, please contact your child's counselor or the Advanced Studies Department at 980-343-6955.

WHEN MAKING A DECISION ABOUT TAKING AP COURSES, STUDENTS SHOULD CONSIDER THE FOLLOWING QUESTIONS:

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

STUDENTS ENROLLED IN AP COURSES:

1. Are expected to take the AP exam.
2. Engage in the content and challenge themselves academically.
3. Advocate for themselves.

### SKILLS DEVELOPED IN AP COURSES:

**ART HISTORY:** Learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity; explore architecture, sculpture, painting and other media from across a variety of cultures; articulate visual and art historical concepts in verbal and written form; investigating and evaluate works of art through observation, discussion, reading and research.

**ART & DESIGN: 2-D ART & DESIGN; 3-D ART & DESIGN, DRAWING:** Demonstrate investigation of 2-D, 3-D or Drawing design principles through the development of a portfolio that is personal to your individual talents and interests; explore your creativity and be an informed, independent, critical decision maker; see art from more than one perspective, accept critique from others, and take creative ideas to fruition; Portfolios are evaluated at the end of the course.

**MUSIC THEORY:** Develops musical skills and builds understanding of music composition and theory through listening, analysis, and analytical exercises.

**COMPUTER SCIENCE:** Understand how computing and technology influence the world around you; creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life; learn the fundamentals of programming and problem solving.

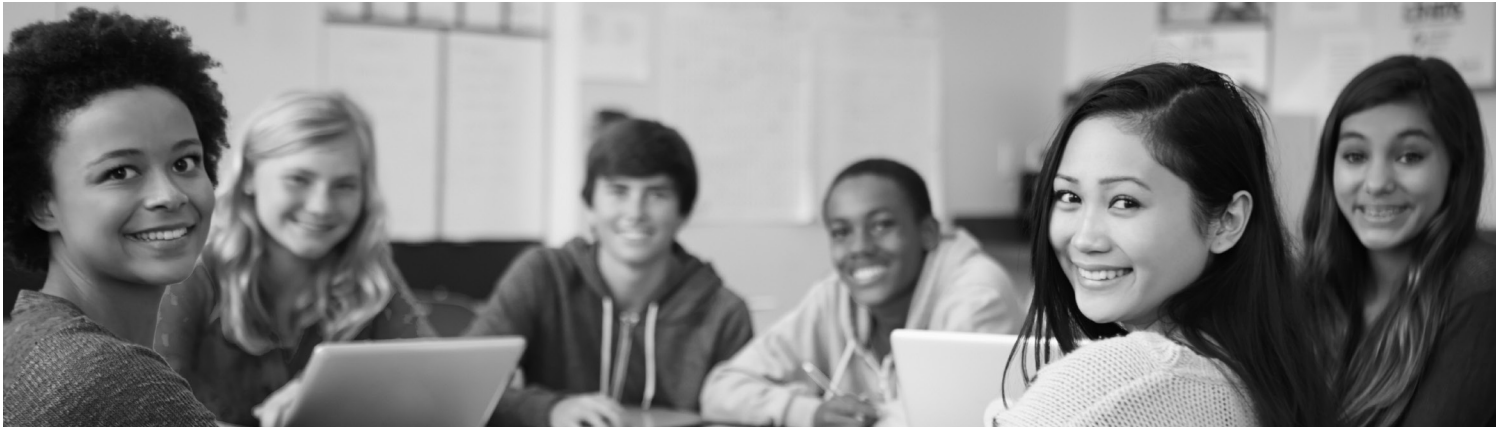
**ENGLISH:** Reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres.

**GLOBAL STUDIES:** Constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view.

**MATH:** Problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, Mathic, numeric, tabular, and verbal representations of functions and relations.

**SCIENCES:** Demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports.

**WORLD LANGUAGES:** Demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures.



## IB MIDDLE YEARS PROGRAM

The IB Middle Years Program is offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, and West Charlotte High Schools.

MYP works with the framework of the North Carolina Standard Course of Study, and MYP teachers create units which combine NC required objectives with IB contexts and concepts.

While the MYP is a stand-alone program, it can also prepare students to enter the IB Diploma Program in grade 11. To enter the DP, students must have completed at least three levels of math and at least three levels of world language, along with other typical course requirements for 9th and 10th graders. Below are some typical course progressions for students in high school MYP; individual student schedules may vary based on their needs and schools' offerings.

### High School Registration Notes for IBMYP Grade 9

#### SITUATION 1: ONE MATH, ONE WORLD LANGUAGE

- IBMYP English 9
- IBMYP Civic Literacy or Economics/Personal Finance
- IBMYP Earth/Environmental Science (may be taken later in high school if necessary)
- IBMYP Biology
- IBMYP Math 1 or IBMYP Math 2 or IBMYP Math 3 (depending on last math class)
- IBMYP World Language 1 or 2 (offerings vary by school)
- IBMYP Health/PE
- One (or two) elective(s)

#### SITUATION 2: ONE MATH, TWO WORLD LANGUAGE LEVELS

*(for students who have not had level 1 of world language in middle school)*

- IBMYP English 9
- IBMYP Civic Literacy or Economics/Personal Finance
- IBMYP Earth/Environmental Science (optional)
- IBMYP Biology
- IBMYP Math 1 or IBMYP Math 2 or IBMYP Math 3 (depending on last math class)
- IBMYP World Language 1 (offerings vary by school)
- IBMYP World Language 2 (offerings vary by school)
- IBMYP Health/PE

#### SITUATION 3: TWO MATHS, ONE WORLD LANGUAGE

- IBMYP English 9
- IBMYP Civic Literacy or Economics/Personal Finance
- IBMYP Earth/Environmental Science (optional)
- IBMYP Biology
- Foundations of Math 1/Math 1
- IBMYP World Language 1 or 2 (offerings vary by school)
- IBMYP Health/PE

### High School Registration Notes for IBMYP Grade 10

#### SITUATION 1: MATH III, ONE WORLD LANGUAGE

- IBMYP English 10
- IBMYP Economics/Personal Finance or Civic Literacy
- IBMYP Math 3 (Honors or Standard) or AFM or IB Math Analysis 1 (depending on last math class)
- IBMYP Chemistry 1 and/or IBMYP Physics 1
- IBMYP World Language 3 (offerings vary by school)

#### **At least one of the following classes strongly suggested:**

- Arts Class (IBMYP Drama, IBMYP Visual Arts, Crafts, Band, Chorus or Orchestra) OR
- PLTW Introduction to Engineering Design or other Design class
- One elective

#### SITUATION 2: MATH III, TWO WORLD LANGUAGE LEVELS

- IBMYP English 10
- IBMYP Economics/Personal Finance or Civic Literacy
- IBMYP Math 3 (Honors or Standard) or AFM or IB Math Analysis 1 (depending on last math class)
- IBMYP Chemistry 1 and/or IBMYP Physics 1
- IBMYP World Language 2 (offerings vary by school)
- IBMYP World Language 3 (offerings vary by school)

#### **At least one of the following classes strongly suggested:**

- Arts Class (visual or performing, depending on school offerings) OR
- Design class (offerings vary by school)
- One elective

#### SITUATION 3: MATH II AND MATH III, ONE WORLD LANGUAGE

- IBMYP English 10
- IBMYP Economics/Personal Finance or Civic Literacy
- IBMYP Math 2
- IBMYP Math 3
- IBMYP Chemistry 1 and/or IBMYP Physics 1
- IBMYP World Language 3 (offerings vary by school)

#### **At least one of the following classes strongly suggested:**

- Arts Class (visual or performing, depending on school offerings) OR
- Design class (offerings vary by school)
- One additional elective

#### SITUATION 4: MATH II AND MATH III, TWO WORLD LANGUAGE LEVELS

- IBMYP English 10
- IBMYP Economics/Personal Finance or Civic Literacy
- IBMYP Math 2
- IBMYP Math 3
- IBMYP Chemistry 1 or IBMYP Physics 1
- IBMYP World Language 2 (offerings vary by school)
- IBMYP World Language 3 (offerings vary by school)

#### **One Elective- one of the following classes strongly suggested:**

- Arts Class (visual or performing, depending on school offerings) OR
- Design class (offerings vary by school)

## 2 ADVANCED STUDIES

### IB DIPLOMA PROGRAM

The IB Diploma Program spans grades 11 and 12 at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, and West Charlotte High Schools.

### IB Diploma Program Course Requirements

The IB Diploma Program spans grades 11 and 12, and requires the courses listed below; course descriptions begin on page 3.

#### GRADE 11:

- IB English Literature HL I
- IB World Language SL I or World Language HL I (or World Language SL II if World Language SL I is taken in grade 10)
- IB History of the Americas HL I
- IB Math Applications I OR IB Math Analysis I (or IB Math Analysis II if IB Math Analysis I taken in grade 10)
- IB Science SL I or IB Science HL I
- IB Theory of Knowledge I
- IB Sixth Subject I\*

#### GRADE 12:

- IB English Literature HL II
- IB World Language SL II or World Language HL II
- IB History of the Americas HL II
- IB Math Applications II OR IB Math Analysis II
- IB Science SL II or IB Science HL II
- IB Theory of Knowledge II
- IB Sixth Subject II (if applicable)\*

\*The IB 6th Subject can be a second social studies course (such as IB Business or IB Psychology), a second science, or an IB Visual Arts or IB Theatre class, depending on the school's course offerings.

### IB Assessment

All IB courses are assessed by IB, mostly via exams taken in May of the junior or senior year. At most two exams may be taken in May of junior year, usually from a one-year Sixth Subject course such as Philosophy or Psychology. (Any additional exams taken during junior year cannot count towards the IB Diploma.) All IB courses have an internal assessment component, which contributes to the overall IB exam score, and may involve a paper or project completed during the course. IB exam scores range from 1 (lowest) to 7 (highest). Theory of Knowledge and the Extended Essay are scored A (excellent) through E (elementary).

### IB Exam Registration Requirements

To be eligible for an IB Diploma, the following exam registration requirements must be met:

- Students must be in grades 11 or 12 to take an IB exam.
- At least three exams must be taken at higher level (HL).
- No more than four exams may be taken at HL to count towards the IB Diploma.
- At least two exams must be taken at standard level (SL).
- Students in grade 11 can take at most 2 exams, and NO HL exams can be taken in grade 11.
- Students in grade 11 can take only SL exams; all HL exams must be taken in grade 12.

### IB Diploma Requirements

Requirements below are directly quoted from the IB Diploma Program Regulations, p. 9; annotations are provided in brackets and italics.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS [Creativity, Activity, Service] requirements have been met
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject. [N stands for "non-scoreable" and generally means that some component of the exam was not completed, such as internal assessment.]

- d. There is no grade E awarded for theory of knowledge and/or the extended essay. [E stands for elementary and is the lowest possible grade for theory of knowledge and the extended essay.]
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee. [Academic misconduct refers to such actions as plagiarism, cheating, or submission of the same work for two different assignments.]

IB results are reported in July of the year in which exams are taken. Students are given unique login information for checking their scores; scores are NOT sent directly to students via email or postal service.

All students--whether or not they earn an IB Diploma--are granted a certificate of results from IB. IB certificates and Diplomas are sent to the schools in late August or early September of the year in which exams are taken.

### IB CREATIVITY, ACTIVITY, AND SERVICE (CAS)

One of the core requirements of the IB Diploma Program is Creativity, Activity, and Service (CAS). One goal of IB is to develop a well-rounded child, and CAS is an integral part of this goal. During junior and senior year, students are expected to complete CAS experiences that are roughly balanced between the three strands:

**CREATIVITY** - exploring and extended ideas leading to an original or interpretive product or performance

**ACTIVITY** - physical exertion contributing to a healthy lifestyle

**SERVICE** - collaborate and reciprocal engagement with the community in response to an authentic need

(From IB's *Creativity, Activity, Service Guide*)

Students are expected to maintain a CAS portfolio, summarizing their activities and documenting that they meeting one or more of the following learning outcomes (from IB's *Creativity, Activity, Service Guide*):

- Identify your own strengths and areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choice and actions.

In addition, students must complete a CAS project which requires them to take a leadership and decision-making role. The CAS project should last at least one month and may be collaborative.

Students have completed CAS when they have met all the learning outcomes; maintained a reasonable balance between creativity, activity, and service; and completed their CAS projects.

### IB DIPLOMA COURSE DESCRIPTIONS

Below are descriptions of IB courses currently offered in CMS. Descriptions are taken from official IB course guides. Additional information can be found at [www.ibo.org/programmes/diploma-programme/curriculum/](http://www.ibo.org/programmes/diploma-programme/curriculum/).

#### Group 1: Studies in Language & Literature

##### IB ENGLISH LITERATURE HL I & II

IB English Literature focuses on the study of literature, with a focus on a variety of styles, cultures, genres, and contexts. In addition,

the course introduces students to literary criticism, including the creation of student-generated literary judgements. Students in IB English Literature study a minimum of 13 literary works over the two years of the course. The course, taught over two years, meets North Carolina graduation requirements for English III and English IV.

*Prerequisites: English I & English II*

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte

## Group 2: Language Acquisition

### IB LATIN SL I & II | IB LATIN HL I & II

Offered at East Mecklenburg, Myers Park

Students studying Latin focus on reading and translating classical texts while learning about classical cultures and their impact. Translation requirements focus on understanding literary aspects of the texts being studied as well as the contexts of the writing.

*Prerequisites: Latin levels 1, 2, and 3.*

### IB WORLD LANGUAGES SL I & II | IB WORLD LANGUAGES HL I & II

Spanish and French offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte; Chinese offered at East Mecklenburg, Myers Park, North Mecklenburg; German offered at East Mecklenburg, Myers Park, North Mecklenburg

IB World Language studies at the Diploma Level require students to read, write, and speak in the target language while exploring cultures related to the language. Students engage in discussion with classmates and their teacher, read and respond to texts, and describe and analyze photographs representing cultural images. Students in HL language classes read short pieces of literature in the target language, and they are required to write longer responses to prompts.

*Prerequisites: World Language levels 1, 2, and 3.*

## Group 3: Individuals and Societies

### IB BUSINESS MANAGEMENT SL | IB BUSINESS MANAGEMENT HL I & II

Offered at East Mecklenburg, Myers Park, North Mecklenburg

Students in Business Management analyze business structures, including management models, and decision-making procedures. All aspects of running a business are considered, including accounting practices, human resources management, and marketing.

### IB GLOBAL POLITICS SL I & II | IB GLOBAL POLITICS HL I & II

Offered at East Mecklenburg, Myers Park

IB Global Politics focuses on political theory and how it affects real-world governments and societies. Students in the course explore political concepts, including power, equality, sustainability, and peace, in the context of case studies and current world events.

*Prerequisites: World History, American History, Founding Principles of the United States of America and North Carolina: Civic Literacy*

### IB HISTORY OF THE AMERICAS HL I & II

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte

IB History focuses on historical events in the world from multiple perspectives and contexts, with a particular emphasis on history of North, Central, and South America. The course approaches history thematically, considering such concepts as national revolutions, civil rights movements, and rise of dictatorships. The course, taught over two years, satisfies the North Carolina graduation requirement for American History and world history.

*Prerequisites: Civic Literacy, Economics & Personal Finance*



### IB PHILOSOPHY SL | IB PHILOSOPHY HL I & II

Offered at East Mecklenburg, Harding University, Myers Park

Students in IB Philosophy consider age-old questions such as “What is it to be human?”, aided by the study of philosophical tools such as critical thinking, analysis, and argumentation. The course strives to help students identify philosophies in the world around them.

### IB PSYCHOLOGY SL | IB PSYCHOLOGY HL I & II

Offered at Myers Park, North Mecklenburg, West Charlotte

IB Psychology focuses on the study of human behavior, including biological, cognitive, and sociocultural influences. Psychological research, both in case studies and in practice, plays a central role in the course.

## Group 4: Sciences

### IB BIOLOGY SL I & II | IB BIOLOGY HL I & II

Biology SL is offered at East Mecklenburg, North Mecklenburg, West Charlotte; Biology HL is offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg

Biology is the study of life, from a molecular level through human physiology. The IB Biology course includes the study of biochemistry, cell biology, genetics, classification, evolution, ecology, and human anatomy and physiology. There is an emphasis on lab techniques and exploration.

*Prerequisites: Biology I*

### IB CHEMISTRY SL I & II | IB CHEMISTRY HL I & II

Chemistry SL is offered at East Mecklenburg, North Mecklenburg; Chemistry HL is offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg

The IB Chemistry course includes the study of atomic structures, chemical bondings, acids and bases, and organic chemistry. Lab procedures are a central focus of the course, including the study of measurement and data processing.

*Prerequisites: Biology I, Chemistry I*

## 2 ADVANCED STUDIES

### IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL

Offered at East Mecklenburg, Myers Park, North Mecklenburg

IB Environmental Systems and Societies combines the scientific analysis of the natural environment with the study of the impact of human systems on that same environment. The course considers both influences within the natural world and outside influences arising from economic and political decisions made in human societies.

### IB PHYSICS SL I & II | IB PHYSICS HL I & II

Physics SL is offered at East Mecklenburg, North Mecklenburg; Physics HL is offered at East Mecklenburg, Myers Park, North Mecklenburg

IB Physics includes concepts ranging from the basics of motion and mechanics through electricity and magnetism to nuclear and particle physics. As a lab science, investigation and the importance of appropriate measurement are fundamental to the course.

*Prerequisites: Biology I, Physics I*

### IB SPORTS & EXERCISE SCIENCE SL I & II

Offered at Myers Park, North Mecklenburg

IB Sports and Exercise Science is an applied lab science, in which the principles of experimentation are applied to human physiology in the context of sports and exercise. The course includes study of anatomy, psychology, and nutrition.

### Group 5: Mathematics

#### IB MATH APPLICATIONS I & II

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte

The Math Applications curriculum is focused on how mathematics, including algebra, calculus, and statistics, is used in real-world applications. The course, taught over two years, satisfies math requirements for high school graduation (2 units beyond Math III).

*Prerequisites: Math I, Math II, and Math III*

#### IB MATH ANALYSIS I & II

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg

The Math Analysis curriculum focuses on constructing, justifying, and communicating mathematical reasoning in topics such as trigonometry, and calculus. The course, taught over two years, satisfies math requirements for high school graduation (2 units beyond Math III).

*Prerequisites: Math I, Math II Honors/MYP, Math III Honors/MYP*

### Group 6: Arts

#### IB FILM SL I & II | IB FILM HL I & II

Offered at Myers Park

IB Film focuses on both analysis and creation of film. Students view films from various perspectives, including historical and cultural viewpoints, and consider technical aspects of film-making. Students then apply insights gained from the study of films to creation of their own short films, both individually and in a group setting.

#### IB THEATRE SL I & II | IB THEATRE HL I & II

Offered at East Mecklenburg, Myers Park

Throughout the two-year IB Theatre course, students will learn a variety of careers in theatre. They will create a directing portfolio, exploring all the responsibilities of a director. After researching a variety of theatre theorists and styles, students will explore their various acting methods and styles through performance. In addition students will work together to create a collaborative theatre piece that is presented for an audience.

*Prerequisites: Theatre (beginning) or above*

#### IB VISUAL ARTS SL I & II | IB VISUAL ARTS HL I & II

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte

The IB Visual Arts course requires students to investigate artistic techniques, genres, and cultural and historical influences as they create their own art. Students create a curated Exhibition of their own art. They must reflect on the influences and technical challenges presented by each of their works in a documented Process Portfolio. They also create a Comparative Study of artists and their work. All three of these components are required for the IB Visual Art Exam.

*Prerequisites: Visual Arts (beginning) or above OR Contemporary Crafts (beginning) or above Theory of Knowledge*

#### IB THEORY OF KNOWLEDGE I & II

Offered at East Mecklenburg, Harding University, Myers Park, North Mecklenburg, West Charlotte

In Theory of Knowledge, students study both ways of knowing (including language, sense perception, and emotion) and areas of knowledge (including history, natural sciences, and ethics) as they consider their own knowledge acquired in the IB program and beyond.



**VIRTUAL LEARNING OPPORTUNITIES**

CMS provides a comprehensive catalog of online courses for students in grades six through twelve. All students have access to take courses online with a highly qualified teacher-of-record for initial credit or credit recovery (see below). This is an excellent opportunity to provide courses not available at local schools, or to meet unique scheduling needs, acceleration, or the making up of credits.

Students should contact their school guidance counselor or eLearning Advisor to enroll. Online courses are asynchronous and can be taken during the school day, before or after school, or over the summer. Online courses are available year round and most offerings have flexible start dates. With school approval, students may take all or part of their courses online. Students who wish to take all courses online may also elect to transfer to the Charlotte Mecklenburg Virtual High School (more about CMVHS on page 3).

All online courses taken for credit are recorded on the students' transcript and affect GPA and class rank - this includes points for standard, honors, and Advanced Placement courses

Students enrolled in online courses must take all required exams at their home school, including AP, EOC, EOG, & CTE.

**NORTH CAROLINA SCHOOL OF SCIENCE & MATH (NCSSM)**  
 In addition to their face-to-face program, NCSSM offers online courses including advanced math and science courses in two formats, both of which are at no cost to families.

1. NCSSM IVC Program - IVC courses are available to all 9-12 students. These courses are offered synchronously during the school day. More information at [ncssm.edu/ivc-courses](http://ncssm.edu/ivc-courses)
2. NCSSM Online - Students apply in their 10th grade year. NCSSM Online offers a supplemental, two-year, sequenced honors program for Math & Science courses, while students remain at their home school. More information at [ncssm.edu/online-program](http://ncssm.edu/online-program)

**CREDIT BY DEMONSTRATED MASTERY**

Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. Students shall demonstrate mastery through a multi-phase assessment, including a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and, an artifact which requires the student to apply knowledge and skills relevant to the content standards. Students passing both phases earn credit towards graduation, and the course credit does not impact student GPA.

**CAREER AND COLLEGE READY GRADUATES**

As you begin your junior or senior year of high school it is important that you are aware of a new requirement passed by the North Carolina General Assembly and developed by the North Carolina Community College System and the North Carolina State Board of Education. S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5, Career and College Ready Graduates, requires the State Board of Community Colleges, in consultation with the State Board of Education, to develop a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation. It is mandatory, by this legislation, for all high schools in North Carolina to begin offering these classes in the spring semester of 2021.

It is mandatory, by this legislation, for all high schools in North Carolina to begin offering CCRG courses in the spring semester of 2021. These courses will count toward high school graduation. CCRG is meant to reduce or eliminate the need for remediation for high school graduates when they enter a community college.

By legislation, high school students will be identified as eligible and enrolled in CCRG courses. Students whose unweighted GPA is between 2.2 and 2.799 will be offered in CCRG Math and English courses unless they meet one of the exemptions listed below.

**CCRG EXEMPTION CRITERIA**

Students who have an unweighted GPA between 2.2 and 2.799 as a high school junior are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses. If the student meets any of the following criteria in either math or English he will be exempt from the CCRG course for which the criteria is met.

Test	SAT (March 2016 and Future)	ACT	Math 3 EOC	College GPA and Credit
English	480 composite score for Evidenced-based Reading and Writing	18	4 or 5	College GPA 2.8+ and 6+ UGETC credits earned
Reading		22		
Mathematics	530	22		

Table 3.1

**AVID I, II, III, IV**

AVID (Advancement Via Individual Determination) is a college readiness system designed to increase the number of students who enroll and persist in four-year colleges and universities. At the secondary grade levels (grades 6-12), AVID includes an elective course taken during the school day. Students enrolled in AVID learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities. Students are encouraged to enroll in at least one of their school's most rigorous academic classes, such as Honors, Advanced Placement, IB, Dual Enrollment, or Cambridge, in addition to the AVID Elective.

The AVID curriculum, based on rigorous standards, is driven by the WICOR methodology, which stands for Writing, Inquiry, Collaboration, Organization, and Reading. WICOR instructional strategies engage students and scaffold instruction.

Students interested in enrolling in the AVID elective should:

- Demonstrate the potential, desire and determination to attend college
- Maintain a minimum 2.0 GPA
- Commit to enroll in academically rigorous courses (appropriate for the student)
- Fulfill the requirements set forth by the school's AVID contract

Please contact your school for more information about availability and how to enroll in the AVID elective.

\*For more information about the AVID College Readiness System and its curriculum, please visit the AVID website at [www.avid.org](http://www.avid.org)

## 3 SPECIAL PROGRAMS

### DRIVERS' EDUCATION

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

TO BE ELIGIBLE TO ENROLL, A STUDENT MUST:

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

A proficiency test may be offered to students who are at least 16 years of age or who have transferred from another state and possess a valid level one graduated driver license (GDL). Eligible students may enroll in the classroom phase by contacting their CMS high school DE site coordinator or by calling the CMS driving school contractor - currently Jordan Driving School at 704-566-9900. If a student is removed from the program for disciplinary reasons or drops out for any reason, the student will have to make arrangements to finish their training through a commercially licensed school at their own expense.

Please visit the CMS Driver Education web page at [wearecms.com/apps/pages/DriversEd](http://wearecms.com/apps/pages/DriversEd)

### JROTC

The CMS JROTC Program emphasizes character education, student achievement, wellness, leadership, citizenship, service to community and diversity. Its focus is reflected in its mission "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while fostering in each school a more constructive and disciplined learning environment. The attributes of self-discipline, teamwork, self-confidence, responsiveness to constituted authority and patriotism are developed. JROTC Levels I, II, III and IV Honors Curriculums (with appropriate .5 quality point) have been added to all CMS JROTC Programs. Integrated-curricular activities include drill teams, rifle teams, adventure training teams, athletic/orienteering/academic competitions, community parades, summer camps and field trips to Service installations and national historical sites. Each cadet is issued a uniform, earns leadership promotions and has the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the Services at no cost to the student. There is no military obligation as a result of participation in JROTC. Last year's CMS JROTC students achieved a 99% on time graduation rate and received \$16 million in scholarships and appointments to Service Academies.

### Air Force JROTC (Aerospace Science)

Chambers, East Mecklenburg, Independence, North Mecklenburg, and West Mecklenburg

#### AEROSPACE SCIENCE I, II, III, & IV

Includes instruction in Air Force history, weather, principles of flight, global and cultural studies, space exploration, astronomy, military organizations, leadership, character education, communication skills, health and wellness,

and military drill. Students in the Air Force JROTC program have increased opportunities for appointment to the Air Force Academy and ROTC scholarships. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development.

*Prerequisite: Be in the 9th grade or above, good moral character, physically fit, and Senior Air Science Instructor approval. Levels II, III, and IV require the successful completion of the previous levels and Senior Air Science Instructor approval.*

### Army JROTC (Military Science)

Berry Academy, Butler, Garinger, Hawthorne, Harding, Hopewell, Hough, Mallard Creek, Myers Park, Olympic, Rocky River, West Charlotte.

#### MILITARY SCIENCE I, II, III & IV

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

*Prerequisite: Be in the 9th grade or above, good moral character, physically fit, and Senior Army Instructor approval. Levels II, III, and IV require the successful completion of the previous levels and Senior Army Instructor approval.*

### Navy JROTC (Naval Science)

Providence, South Mecklenburg

#### NAVAL SCIENCE I, II, III & IV

Includes academic instruction in leadership, citizenship, college preparation, Maritime geography and history, military justice, international law, sea power and national security, Naval Operations and skills, ethics and personal finances. The military portion focuses on additional military orientation subjects as well as basic drill, uniform inspections and military bearing and courtesies. Students also participate in various team building and fitness programs during class. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development.

*Prerequisite: Be in the 9th grade or above, good moral character, a desire to learn, and Senior Naval Science Instructor approval. Level II, III, and IV require the successful completion of the previous levels and Senior Naval Science Instructor approval.*

### Marine Corps JROTC (Military Science)

Ardrey Kell.

#### MCJROTC I, II, III & IV

Includes instruction in Marine Corps history, customs and courtesies, national security, military organization, physical fitness, drill and ceremonies and land navigation while stressing leadership and character development, and civic responsibility. Students in the MCJROTC Program have increased opportunities for ROTC scholarships and Service academy appointments. Each level in the program offers continuation of the previous subjects and greater opportunities to develop and practice leadership skills.

*Prerequisite: Be in the 9th grade or above, good moral character, a desire to learn, and Senior Marine Instructor approval. Level II, III, and IV require the successful completion of the previous levels and Senior Marine Instructor approval.*

### CMS JROTC Honors

Ardrey Kell, Berry Academy, Butler, Chambers, East Mecklenburg, Garinger, Hawthorne, Harding, Hopewell, Hough, Independence, Mallard Creek, Myers Park, North Mecklenburg, Rocky River, Olympic, Providence, South Mecklenburg, West Charlotte, and West Mecklenburg.

#### CMS JROTC HONORS I, II, III & IV

Honors curriculum builds upon JROTC I, II, and III Leadership and Management courses. An Honor's activity is a requirement in each of the CMS JROTC Honors courses (Levels I-IV) in addition to the



core JROTC course work. The purpose of the activity is to provide cadets with the opportunity to do interesting and meaningful work using the academic knowledge and skills gained through JROTC and other high school experiences. Activity options include completing a research paper (approved topic) or a project (JROTC Book Study, AFA CyberPatriot Program, JROTC Remote Pilot Program, JROTC Robotics, or other approved topic). Each activity also requires a portfolio and a presentation.

*Prerequisites: Approval by the Senior Service Instructor.*

### JROTC LEADERSHIP LAB

Ardrey Kell, Berry Academy, Butler, Chambers, East Mecklenburg, Garinger, Hawthorne, Harding, Hopewell, Hough, Independence, Mallard Creek, Myers Park, North Mecklenburg, Olympic, Providence, South Mecklenburg, Rocky River, West Charlotte, West Mecklenburg Provides instruction in a field and laboratory environment designed to develop leadership, managerial and character education skills through team building exercises, staff work, role modeling, field training exercises and service learning projects. Each level is more advanced, challenging and requires higher skill levels for mastery.

*Prerequisite: AJROTC, AFJROTC, MCJROTC, NJROTC. Senior Instructor approval, 9th, 10th, 11th, 12th grade*

## CAREER & TECHNICAL EDUCATION ACADEMIES

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

### Academy of Engineering:

Mallard Creek, East Meck, Olympic, Vance, Independence, and Charlotte Engineering Early College

This career academy prepares students for post-secondary education and career opportunities in Engineering, and Engineering Technology, and related Science, Technology, Engineering, and Mathematics (STEM) professions. The Academy of Engineering was developed in collaboration with the National Academy Foundation (NAF), Project Lead the Way (PLTW), and the National Action Council for Minorities in Engineering (NACME).

### Academy of Finance:

Olympic

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

### Academy of Health Sciences:

Butler, Hawthorne, and Olympic

This career academy prepares students for post-secondary education and career opportunities in the Healthcare industry. The career academy provides a concentrated study in health careers, biotechnology, therapeutics, medical diagnostics, and health informatics. The Academy of Health Science was developed in collaboration with the National Academy Foundation (NAF) and Project Lead the Way (PLTW).

### Academy of Hospitality and Tourism:

Olympic and West Mecklenburg

This career academy prepares students for post-secondary education and career opportunities in the hospitality industry. The career academy provides a concentrated study in customer service, geography, hospitality marketing, sports, entertainment, and event planning, and sustainable tourism. The Academy of Hospitality and Tourism was developed in collaboration with the National Academy Foundation (NAF).

### Academy of Information Technology:

Olympic and Rocky River

This career academy prepares students for post-secondary education and career opportunities in Information Technology. The students are engaged in in-depth studies in the fields of programming, database administration, digital networks and other areas in the expanding digital workplace. The Academy of Information Technology was developed in collaboration with the National Academy Foundation (NAF).

## CTE INTERNSHIP PROGRAM

Internships provide hands-on, work-based learning experiences for students in their areas of career or academic interest. Students must complete all requirements and activities outlined in the CTE Internship Course Student Handbook in order to receive one CTE internship course unit of credit. One course credit is awarded at the end of the school year upon completion of the required 135 course work hours. CTE supports internship opportunities for high school students through the academic, course related, and/or general internship programs. The chart below highlights the requirements for the internship programs.

Students wanting to participate in an internship should see a Career Development Coordinator, or school counselor for more information

CRITERIA	CTE INTERNSHIP Q&A
<b>Credit Awarded</b>	<b>1 Elective Course Credit</b>
<b>Letter Grade</b>	<b>Yes</b>
<b>Grade Point Average</b>	<b>No</b>
<b>Application Required</b>	<b>Yes</b>
<b>Transportation Provided</b>	<b>No</b>
<b>Participation Time</b>	<b>During School Year</b>
<b>Eligible for Participation</b>	<b>Rising Juniors and Seniors</b>

Table 3.2

## ALTERNATIVE IN-SCHOOL TECHNOLOGY COURSE

### HIGH SCHOOL HELP DESK

The Help Desk course is a hands-on study of technology integration in an educational context. Students will be required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. Upon completion, students will have supervised, analyzed and completed a portfolio demonstrating mastery of their chosen pathway. Course available at schools with eligible instructor.

## 4 HIGH SCHOOL POLICIES

All Charlotte-Mecklenburg School Board Policies and Regulations can be accessed from the CMS Homepage. Click on "Board of Education," then "Policies, Agendas, and Minutes." Once on Boarddocs, click "Policies" in the upper righthand corner. You may use the drop down to view the Table of Contents or Search (by topic or specific policy/regulation reference) from that point.

### HIGH SCHOOL GRADUATION : POLICY IKF

Beginning with students entering the 9th grade for the first time in the 2009-2010 school year (the graduating class of 2014), in order to receive a CMS/North Carolina high school diploma, a student in the Future Ready Core or Occupational courses of study must earn a total of twenty-four (24) required credits (see Policy IKF, Graduation Requirements).

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

### HIGH SCHOOL MTSS

#### MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is DPI's and the district's framework for total school improvement. The framework involves implementing research or evidence based academic, behavior and social and emotional practices that would support all students. This work includes systems and supports for attendance as well. The systems that are implemented ensures that all students are provided the instruction they need to make progress towards meeting or exceeding grade level standards or expectations.

Through regular data analysis MTSS school teams are able to determine the needs for students beginning at core instruction. While reviewing the elements of core (curriculum, instruction, and environment) school teams can consider what changes are necessary to meet the needs of all students. As all students are receiving core instruction, through a data based problem solving model, it may be determined that *some* students will need *supplemental* instruction/intervention and a *few* students will need *intensive* instruction/intervention. Both supplemental and intensive instruction/intervention are provided to students along with receiving their core instruction. Through all tiers of instruction it is necessary to monitor the progress of students to ensure fidelity of the instruction/intervention provided.

### HIGH SCHOOL PROMOTION STANDARDS

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

- 9th to 10th Grade: Students must earn six (6) credits during the 9th grade. Credits may be earned in any courses.
- 10th to 11th Grade: Students must have earned a cumulative total of 12 credits (which must include English I, English II and Math I).
- 11th to 12th Grade: Students must have earned a cumulative total of 18 credits.
- High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count towards the total number of credits necessary to satisfy graduation requirements.
- Until students have satisfied graduation standards in English or Math, they must be scheduled to take at least one English and one Math course every year.

- Students should be promoted only at the end of the first or second semester, upon completing the required courses and credits to be reclassified to the next level.

### DETERMINATION OF APPLICABLE GRADUATION REQUIREMENTS AND GRADUATING CLASS

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

### GRADE POINT AVERAGE/CLASS RANKING - IKC-R

#### I. GRADE POINT AVERAGE (GPA)

##### A. Computation

- The following courses are included in calculation of GPA:
  - Course work attempted in CMS in grades 9 through 12, unless the course is one that is specifically exempted from inclusion in GPA (see #2, below). The course work may be taken during the regular or extended year term, or at an alternative school site;
  - Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution in grades 9-12;
  - Courses taken in accredited educational institutions in grades 9-12 before the student enrolled in CMS;
  - New course work taken at accredited non-CMS educational institutions in grades 9-12 that is necessary for the student to satisfy a graduation requirement and is not reasonably available to the student within CMS (see IKF-R for additional information on this requirement);
  - New course work taken in grades 9-12 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;
  - Courses taken at institutions of higher education that are included in an articulation agreement or memorandum of understanding between the institution and CMS regarding courses for which students may receive credits towards graduation.
- The following courses are not included in calculation of GPA:
  - Courses transferred from home schools (effective with the 2003 - 2004 school year);
  - Courses transferred from non-accredited schools (effective with the 2003 - 2004 school year);
  - New course work taken by CMS students at accredited non-CMS institutions that does not meet the criteria set forth above for inclusion in graduation requirements;
  - Courses for which grades are awarded pass/fail, such as courses taken through the Credit by Demonstrated Mastery (CDM) process and Credit Recovery; and



- e. CMS courses noted as not being included in the GPA calculation in the current year's "High School Planning Guide."
- 3. The number of quality points a student may earn for a particular course is determined by a combination of the student's grade in the course and the academic level of the course, as follows:

Table 4.1

ACADEMIC COURSE LEVEL		
Standard	Honors/college courses identified in Comprehensive Articulation Agreement	Advanced Placement /International Baccalaureate/Cambridge International/higher-level college courses identified in Comprehensive Articulation Agreement
GRADE/TOTAL QUALITY POINTS		
(For students first entering 9th grade beginning with the 2015/2016 school year)		
Unweighted	Weighted	Weighted
A /4 B /3 C /2 D /1 F /0	A/4.5 B/3.5 C/2.5 D/1.5 F/0	A/5 B/4 C/3 D/2 F/0
GRADE/TOTAL QUALITY POINTS		
(For students first entering 9th grade prior to the 2015/2016 school year)		
Unweighted	Weighted	Weighted
A /4 B /3 C /2 D /1 F /0	A/5 B/4 C/3 D/2 F/0	A/6 B/5 C/4 D/3 F/0

- 4. 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 midterm grade in a yearlong course) shall be used to determine the number of quality points.
- 5. To determine an unweighted GPA, the total quality points (disregarding the additional quality points awarded for upper level courses) are divided by the total number of semesters attempted.
- 6. To determine a weighted GPA, the total of quality points (weighted and unweighted) is divided by the number of semesters attempted.
- 7. 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.
- 8. 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.
- 9. 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 for all high school students and posted to the students' transcripts.

**II. RANK IN CLASS**

**A. Students Eligible to be Ranked**

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

of second semester of the school year preceding the student's senior year. If a student is graduating early, the student must have been enrolled at the school from the beginning of the second semester of his or her tenth grade year.

**B. Computation**

- 1. Class rank will be determined by ranking all students numerically by weighted GPA. The student(s) with the highest average will be assigned a rank of number one (1) in the class. The student(s) with the second highest average will be assigned the next highest rank. Students who have the same GPA will have the same rank in class.
- 2. All high schools will determine Junior Marshals by ranking students according to the weighted GPAs calculated at the beginning of the first semester of the students' junior year.
- 3. Effective with the graduating class of 2003, all high schools will determine honor graduates (Valedictorian and Salutatorian) by ranking seniors according to the weighted GPAs calculated at the end of the 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.
- 5. In order to ensure consistency and fairness, for purposes of determining Valedictorian and Salutatorian, the GPAs and class ranks of students who are candidates for these awards will be calculated based on the same system for awarding quality points, as follows:

**C. Schedule for Determining Class Rank**

- 1. Class rank shall be run according to the following schedule:

<b>Grade 9</b>	End of first semester
<b>Grade 10</b>	On the 15th school day and at end of first semester
<b>Grade 11</b>	On the 15th school day and at end of first semester
<b>Grade 12</b>	On the 15th school day, end of first semester, and end of second semester

- 2. If data is not available to calculate class rank on the 15th school day, class rank shall be run as soon thereafter as possible.

**Grading/Assessment Systems - IKA-R**

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

**III. HIGH SCHOOL GRADING SCALE**

In each course, the academic grade a student earns shall reflect the student's achievement of grade level expectations and satisfaction of attendance requirements. Numeric grades will be used for courses except where specifically noted.

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

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

1. Academic Progress

- A = 90-100    Excellent Performance
- B = 80-90    Very Good Performance
- C = 70-80    Satisfactory Performance
- D = 60-70    Inconsistent, Low Performance
- F = Below 60    Unsatisfactory Performance or Excessive Absences
- I = Incomplete    Student has not fulfilled the course requirements.

\* Note: Incompletes are to be awarded only in situations when students have been unable to complete course requirements because of circumstances beyond their control. Principals must approve awarding a student an Incomplete. At the end of first semester, an "I" will revert to an "F" if course requirements are not met within 30 days. Except for seniors, at the end of second semester, an "I" will revert to an "F" if course requirements are not met within ten days of the last day of school. For seniors, no "I's" will be awarded at the end of second semester. These time limits may be extended in extenuating circumstances.

## 4 HIGH SCHOOL POLICIES

### Grading English Learners (ELs)

Teachers will maintain high expectations based on the North Carolina Standard Course of Study in order for English Learners to demonstrate language growth and mastery of grade level standards. Teachers must adapt instruction, assignments, and assessments based on students' English language proficiency levels in reading, writing, listening, and speaking. These levels are determined by the WIDA W-APT/ Screener or ACCESS test.

Report card grades should reflect student performance with appropriate instructional and language supports in place. Students should not be limited from earning the highest grade in the content area. The EL Committee should meet to determine further supports needed for the student if the instructional supports, language supports and accommodations specified in the English Learner (EL) plan have been implemented and the student either makes no attempt or has not shown progress toward language acquisition and content mastery. English Learners can demonstrate the mastery of content in various formats such as projects, portfolios, etc. Per federal guidance students should not receive grades of "D", "F", or other failing grades on assignments solely based on limited English proficiency.

The Equal Educational Opportunity Act (EEOA) mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."

### IV. HIGH SCHOOL COMPREHENSIVE EXAMINATIONS

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

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

#### A. Teacher-provided Comprehensive Examinations

1. The teacher-provided comprehensive examination will count as 20% of a student's final grade.
2. As required in policy ACD, Nondiscrimination on the Basis of Religion in Schools, examinations are not to be scheduled on days designated as religious holidays by the Superintendent.
3. The teacher-provided comprehensive examination shall cover the entire course content.

#### B. Required North Carolina Tests and Examinations

1. A student enrolled in a course for which a North Carolina End-of-Course (EOC) test has been developed must take the appropriate test, even if the student is also required to take an AP or IB examination in the same course.
2. EOC test scores shall count 20% of the student's final grade.

### V. OTHER TESTS

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



### VI. TESTING CALENDAR

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

### VII. HIGH SCHOOL SCHEDULE CHANGES

#### A. Student Initiated Course Changes

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

#### B. Administrative Courses Changes

1. The administration may initiate a student course change at any point without penalty to a student. Such administrative actions include rescheduling a student to a different section of a course or removing a student from a course ("dropping" a course).
2. Administratively initiated schedule changes from one section of a course to another or to a more advanced course should be allowed at the discretion of the principal.
3. Administratively initiated course drops should be made only for the welfare of the student and in compelling circumstances that are beyond the control of the student or his or her parents. Such circumstances include but are not limited to the following:
  - a. The student is or has been seriously ill for an extended period of time;
  - b. The student has been in an accident and suffered severe, debilitating injuries; or
  - c. The student suffers from psychological problems or a mental illness and is under the care of a mental health professional.
  - d. After the student has enrolled in the course, the student is assessed for learning difficulties or academic weaknesses, and the student is identified as being learning disabled or certified as an Exceptional Child.
  - e. The student was inappropriately placed in a course after having transferred into the district and enrolled in school before his or her records were received and reviewed for proper course placement.

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

### VII. SCHEDULE CHANGES FOR COURSES FOR WHICH THE STATE REQUIRES AN END OF COURSE TEST, OR CTE POST-ASSESSMENT

#### A. Student Initiated Course Changes

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

#### B. Administrative Course Changes

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



## ONE-CREDIT COURSES

In grades nine through twelve, one unit of credit will be awarded for the satisfactory completion of a course. “Satisfactory completion” means that a student achieved a passing final course grade calculated from grades from the first and second semesters, an End of Course test, or exams. Once having been awarded a credit in a course, a student may not repeat the same course for credit. Exceptions to this general rule apply to OCS students enrolled in CTE courses, students identified as Exceptional Children (EC) enrolled in Learning Lab courses, and Students enrolled in proficiency based courses in Arts Education. With the prior approval of the principal, students may receive credit for repeat enrollment in these courses.

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

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

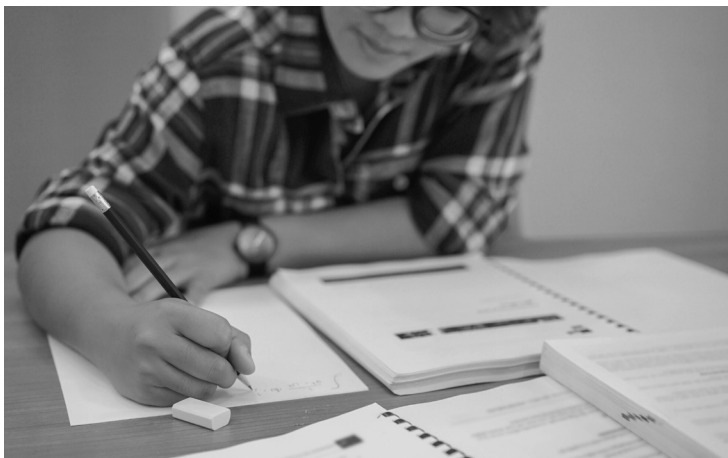
## COURSES TAKEN IN MIDDLE SCHOOL FOR HIGH SCHOOL CREDIT

1. Graduation credit will be awarded for high school courses taken while in middle school with the exception of English II, III, IV, Health and Physical Education, elective and other credits.
  - a. Students must complete the entire course, even if it is taken over two school years; one-half credit will not be awarded for passing only one-half of a course.
  - b. Courses must include comprehensive exams (a district or teacher-made exam, a NC Final Exam or an EOC in courses for which the state has developed an EOC) that count for 20% of the final course grade. (Note: prior to the 2015/16 school year, final course exams counted as 25% of the final grade.)
2. As provided in Section 1, above, once having been awarded a credit in a course, a student may not repeat the same course for credit, with the exceptions of:
  - a. OCS students enrolled in CTE courses,
  - b. Students identified as Exceptional Children (EC) enrolled in Learning Lab courses, and
  - c. Students enrolled in proficiency based courses in Arts Education.

With the prior approval of the principal, students may receive credit for repeat enrollment in these courses.

Therefore, unless one of these exceptions is applicable, students who are awarded graduation credit for a high school course taken in middle school may not again receive credit if the course is repeated in grades 9 – 12. In addition, high school courses taken in middle school do not accrue quality points; therefore grades in these courses are not included in high school grade point average (GPA) calculations.

## 5 CREDITS FOR GRADUATION



### CREDITS EARNED WHILE STUDYING ABROAD

CMS encourages and facilitates opportunities for students to pursue their high school education in foreign countries by recruiting students and providing information about study abroad opportunities.

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

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

3. If students are enrolled in a program or school which CMS has a Memorandum of Understanding (MOU) or in a school in a country with which CMS has an MOU with a governmental agency, upon re-enrollment, credits will be evaluated and acknowledged as follows:[2]
  - a. The high school counselor will evaluate and, as appropriate, will convert credits earned while abroad to CMS credit units;
  - b. CMS will accept grades for course work and award credit as assigned by the school in which the student was enrolled in the foreign country;
  - c. Course work and credits will be included on the student's CMS transcript and included in grade point average (GPA) calculations;
  - d. the course work will count towards satisfaction of CMS and NC graduation requirements. In order to determine if a course fulfills a specific state or local graduation requirement, the principal or the Superintendent's designee may require that a student provide course curriculum and content descriptions for evaluation by a CMS curriculum content specialist.
4. Students must satisfy the North Carolina High School Exit Standards.
5. If a student enrolls in a program or school with which CMS does not have an agreement, the student (before enrolling in the program) must correspond with the principal, high school counselor and CMS study abroad specialist to complete CMS Study Abroad documents and forms.

The State Board of Education eliminated as graduation requirements the NC Competency Test and the NC Test of Computer Skills. This action is retroactive for all students to whom these standards formerly applied. The Superintendent has developed a process by which former students who met all graduation requirements except these two may receive a diploma. For more information, visit the CMS website at [wearecms.com](http://wearecms.com).

### CREDIT RECOVERY

Upon failure of a course, students in Charlotte-Mecklenburg Schools may elect to retake the course for new credit or to demonstrate mastery and earn credit through credit recovery. Students who elect to retake a class for new credit will have the original, failing grade removed (suppressed) from their transcript.

#### EXCERPT FROM CMS REGULATION IKF-R:

##### REPEATING FAILED COURSES; GRADE REPLACEMENT FOR PREVIOUSLY FAILED COURSES

*Other than the exceptions described above\*, students are permitted to repeat a course for credit only when they have failed the course. Upon successful completion of a repeated course that the student previously failed, the new course grade shall replace the previous grade of F awarded for the course.*

*A student repeating a course for credit must take an associated End of Course assessment for the course. An exception to this rule applies for students who have already scored at a Level 3, 4, or 5 on the associated EOC assessment. These students may elect to either retake the EOC or use the previous passing EOC as at least 20% of their final grade for the required course. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.*

*\*Please see the full regulation for exceptions to this policy.*

### CONSIDERATIONS

For courses taken as credit recovery (either through summer school or during the school year):

- Content is mastery-based and may take less time than retaking the entire course, allowing students to take more than one class if necessary, or avoid rearranging other classes in their schedule.
- Student earns a P or an F in the course, and the credit recovery grade will not impact the GPA.
- The initial failing grade remains on the transcript, but the student earns credit needed for graduation.
- "Acknowledgement of Grade Suppression/Replacement Options" form must be signed by a parent, indicating that they are choosing credit recovery over the opportunity to suppress a failing grade.
- **For Student-Athletes:** In the NCAA Eligibility Center transcript review process, credit recovery is not an acceptable means of earning course credit.

For courses taken with the intention of utilizing **grade suppression by retaking a course for credit:**

- The initial course must have been taken in Fall 2015 or after.
- Students may only retake a class for grade suppression if they earn a failing grade (below 60) in the course. Courses for which credit has been earned MAY NOT be repeated.
- The entire course must be repeated, and the repeated course grade will replace the previous course grade
- If the repeated course is passed, only the passing grade will be factored into the GPA.
- If the repeated course is failed, both courses – each with a failing grade – remain on the transcript and are calculated into GPA.
- If the course has an associated EOC/NCFE/CTE post-assessment, the higher of the two exam grades will be used in the calculation of the final grade.
- Depending on the course, a student's schedule may be changed and it may affect their ability to access electives or other core classes.

## STAY COMPETITIVE BY PLANNING AHEAD

### College Entrance and Scholarship Criteria

If you plan to attend a four-year college or university or a community college, you should enroll in a rigorous course of study. Some of the most common college admission criteria include:

#### COURSES TAKEN

You will need to take the most challenging courses in high school in which you can succeed, courses that meet admissions requirements and prepare you for college level work. If you plan to attend a community college for a technical program, be sure to take courses aligned with your goal. Consider earning college credit through Advanced Placement, International Baccalaureate, Career and College Promise, Middle College, Early College, Learn & Earn, or North Carolina Virtual Public School courses. These paths will provide you with opportunities for advanced credit and scholarships.

#### GRADES

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

#### SAT OR ACT SCORES

Challenging classes and reading each day will help boost your scores! The SAT 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 and/or ACT twice beginning in the spring of your junior year. Most colleges will accept the highest combination of scores on either test even if they were achieved on different test dates. Some colleges and universities also require you to take the SAT Subject Tests. You should review the specific admission requirements for the colleges that you are considering. Community colleges do not require either the SAT or ACT for admission. However, they will require you to take a placement test in reading and math.

#### GPA AND CLASS RANK

Grade point average (GPA) and class rank are calculated twice each school year beginning in the 9th grade. Know your cumulative GPA, both weighted and unweighted. Students can enroll in one of the comprehensive ACT and/or SAT online prep tools available at no cost to families.

#### SCHOOL AND COMMUNITY ACTIVITIES

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

#### RECOMMENDATIONS

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

#### ESSAYS, INTERVIEWS

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



## TYPES OF FINANCIAL AID

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

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

**LOAN** - money borrowed from federal, state, college sources or commercial banks. Loans may or may not be interest-free. Usually, students must begin to repay loans nine months after leaving college or university.

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

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

**GRANTS** - funds given to subsidize one’s education that do not have to be repaid.

## FIVE WAYS TO RESEARCH FINANCIAL AID

1. There is a wealth of scholarship information on-line including free scholarship searches. FinAid ([www.finaid.org](http://www.finaid.org)), Fastweb ([www.fastweb.com](http://www.fastweb.com)), Federal Student Aid for Students ([www.studentaid.ed.gov](http://www.studentaid.ed.gov)) are but a few. Your school counselor can provide additional information and resources.
2. 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.
3. Apply for scholarships from community agencies. See your counselor for information about scholarships publicized at your school. Visit [scholarshipplus.com/charmek](http://scholarshipplus.com/charmek). Pay attention to criteria and deadlines.
4. Attend financial aid workshops. Look for aid from all possible sources. Persistence is the key!
5. All students, including student-athletes, should complete the Free Application for Federal Student Aid (FAFSA). Many colleges will require the FAFSA before awarding scholarships. Complete and file during January. It is recommended that you complete this process online at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

# 6 WANT TO GO TO COLLEGE? TAKE THESE STEPS.

## COMPLETE THESE YEARLY TASKS:

### FRESHMAN YEAR - GRADE 9

- Talk with your parents and school counselor about future plans. Put your plan in writing and update it yearly.
- Review college entrance requirements.
- Take challenging classes to prepare you for college and/or your career goals.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that honors/AP/IB classes earn extra quality points.
- Explore careers (through job shadowing, interest inventories, and internships).
- Attend college fairs with your parents. The National College Fair/Career Expo 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 postsecondary plans.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers.
- Do well in all courses to maintain or improve your GPA and class rank.
- Take the PSAT or the PreACT.
- Attend college fairs with your parents. (i.e. National College Fair/Career Expo.)
- Continue 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 world language, it is now time to begin one. Most colleges require a minimum of two years of the same language and recommend that one be taken in the senior year.
- Take the PSAT again. The PSAT/NMSQT is the qualifying test for the National Merit Scholarship, the National Achievement Scholarship, and the National Hispanic Scholar Recognition Program. You can qualify for these scholarship opportunities only by taking the PSAT in your junior year.
- Make a list of your abilities, interests, needs and goals, and explore your college and career options with your parents and school counselor.
- Make an initial list of colleges and careers that interest you and seek out information about them:
- Use the Internet or computer software (Visit [www.cfnc.org](http://www.cfnc.org))
- Attend the National College Fair/Career Expo in spring.
- Interview people who have attended colleges in which you are interested.
- Visit prospective colleges.
- Check college websites for specific entrance requirements (tests, courses, timeline).
- Consider a work-based learning opportunity (co-op and internships).
- Sign up at school to talk with college representatives as they visit your school.
- In March, May, or June take the SAT or ACT and request that the scores be sent to colleges. Registration information is available in your school's counseling department and online.

- In May/June take SAT Subject Tests if required by colleges you're considering.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in the fall or winter.)
- Investigate sources of financial aid (scholarships, grants, and loans). There is a wealth of resources available online.
- Participate in SAT/ACT preparation activities offered at your school.
- Take AP/IB examinations in May if you are enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Eligibility Center. Information is available in your school's Student Services department.
- Plan your senior year schedule to include the remaining courses you need for graduation and college admission.
- Continue participation in school and community activities. Volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin preparing your high school resume and essays for college and scholarship applications. Visit colleges you are interested in attending.

### 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 world language course in your senior year.
- Meet with your school counselor to update your list of post secondary options and narrow your college list down to five.
- If applying to a four-year college for early decision, submit your applications in October or November. Try to submit all applications to four-year colleges by December 1. Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request them. You should submit your request(s) based upon procedures outlined at your high school.
- Attend fall college fairs; continue to meet with college representatives who come to your school.
- Take the SAT/ACT again in October or November. Take SAT Subject Tests if required by your choice of colleges.
- Visit colleges; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, submit an official transcript, take the placement tests, and make an appointment with your community college program counselor.
- As soon as possible, complete the FAFSA and other required financial aid forms.
- In January, request first semester grades be sent to those colleges requiring them.
- Avoid "senioritis" – stay focused on your coursework.
- 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 are enrolled in those courses.
- Request that a final transcript be sent to the college you plan to attend.
- Graduate!



Effective with Class of 2021 (beginning with students entering 9th grade in 2017)

Adopted: 8/28/12 Last Revised: 10/26/21

**TABLE 7.1**

Course of Study	Future Ready Core Plus	Occupational
Content Area	Courses	Credits
English	<b>4 Credits</b> English I, II, III, IV (taken in sequence); or Early College English Course sequence	<b>4 Credits</b> English I, II, III, IV
Mathematics	<b>4 Credits</b> (See Notes 1, 2 & 3) <ul style="list-style-type: none"> <li>• NC Math 1, and Alternate Math Sequence (requires principal approval):</li> <li>• NC Math 2, and (OR)</li> <li>• NC Math 1, and NC Math 3, and NC Math 2 and</li> <li>• A 4th math aligned with the student's post high school plans; two other alternative math courses.</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• Introduction to Mathematics</li> <li>• NC Math 1 (See Note 3)</li> <li>• Financial Management</li> <li>• Employment Preparation IV: Math (to include 150 work hours)</li> </ul>
Science	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• An earth/environmental science</li> <li>• Biology</li> <li>• A physical science</li> </ul>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology</li> <li>• Employment Preparation I: Science (to include 150 work hours)</li> </ul>
Social Studies	<b>4 Credits</b> - Please note the varying requirements for students based on their 9th grade entry year into high school. <b>9th grade entry between 2014-15 and 2019-20:</b> <ul style="list-style-type: none"> <li>• World History, and</li> <li>• A founding principles course, and</li> <li>• One American History course and one additional course (one of these options):                             <ul style="list-style-type: none"> <li>▪ American History I and American History II</li> <li>▪ American History I, or American History II, and another Social Studies course (see note 5)</li> <li>▪ American History and another Social Studies course (see note 5)</li> </ul> </li> </ul> <b>9th grade entry during the 2020-21 school year:</b> <ul style="list-style-type: none"> <li>• World History, and</li> <li>• A founding principles course, and</li> <li>• Economics and Personal Finance, and</li> <li>• An American History course</li> </ul> <b>9th grade entry during the 2021-22 school year and beyond:</b> <ul style="list-style-type: none"> <li>• World History, and</li> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy, and</li> <li>• Economics and Personal Finance, and</li> <li>• An American History course</li> </ul>	<b>2 OR 4 Credits</b> - Please note the varying requirements for students based on their 9th grade entry year into high school. <b>9th grade entry year between 2017-18 and 2019-20</b> Two Social Studies credits that shall be: <ul style="list-style-type: none"> <li>• American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• American History I or American History II or American History</li> </ul> <b>9th grade entry during the 2020-21 school year:</b> Two Social Studies credits that shall be: <ul style="list-style-type: none"> <li>• Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> </ul> <b>9th grade entry during the 2021-22 school year and beyond:</b> Four Social Studies credits that shall be: <ul style="list-style-type: none"> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> <li>• Employment Preparation II: Citizenship 1A (to include 75 work hours)</li> <li>• Employment Preparation II: Citizenship 1B (to include 75 work hours)</li> </ul>
Health & Physical Education	<b>1 Credit</b>	<b>1 Credit</b>
Electives	<b>8 Credits</b> A concentration of four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6)	<b>4 Credits</b> Career/Technical Education
Employment Preparation	<b>0 Credits</b>	<b>4 Credits which consist of:</b> Employment Prep III: Citizenship II A (to include 75 work hours) Employment Prep III: Citizenship II B (to include 75 work hours) Employment Preparation I: Science Lab Employment Preparation IV: Math Lab
<b>TOTALS</b>	<b>24 Credits</b> (See Note 7)	<b>24 Credits</b>

**Notes**

1. To meet minimum admission requirements for the UNC University System, a student must: a) complete a specific math sequence; and b) have a minimum of two years of credit in the same World Language.
2. A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the learning community superintendent.
3. Course titles of Algebra I, Geometry, and Algebra II have changed to NC Math 1, NC Math 2 and NC Math 3.
4. The course title of Civics and Economics has changed to "American History, The Founding Principles, Civics and Economics."
5. The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
6. Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation IHCC-R for details.
7. Additional graduation requirements: CPR certification. CPR certification is required beginning with students entering the 9th grade in 2011. *This is suspended for the 2021-2022 school year per North Carolina Session law 2021-130. This provision was suspended for the 2020-2021 school year per North Carolina Session Law 2020-3.*
8. Students following the Occupational Course of Study and entering 9th grade in the 2012-2013 or 2013-2014 school year must also complete 300 School-Based Training hours, 240 Community-Based Training hours, and 360 Paid Employment Hours. Students entering 9th grade in the 2014-2015 or later school years must complete 150 School Based-Training hours, 225 Community-Based Training hours, and 225 Paid Employment Hours.

## 8 ARTS EDUCATION

Arts Education courses are aligned directly with the North Carolina Arts Education Standards as part of the North Carolina Standard Course of Study, and sequentially organized by four proficiency levels of Beginning, Intermediate, Proficient, and Advanced. Beginning courses are for those students who have not received a complete K-8 education within a particular arts education discipline. Intermediate courses are for those students who have received a complete K-8 education, complete 6-8 education or who can provide sufficient evidence to the course instructor of having met beginning level standards. 'Complete' refers to successful completion of an arts course at each grade level. See individual course for details. Concurrent enrollment in the same course at two different proficiency levels is not possible.

Students who demonstrate mastery of all course objectives should move to the next proficiency level at the end of the course. If there is evidence that the student has achieved all of the standards within a given proficiency level mid-course, it is up to the teacher to ensure that the student has opportunities to either extend the standards or work toward the next level of proficiency.

State Board of Education Policy GCS-L-004 (approved in March 2012), states that under Item 3 of the policy that arts education courses will receive weighted (honors) credit of .5 at the proficient and advanced levels. AP and IB courses retain their designations because the standards and designation are guided by outside organizations. Students may repeat arts education courses for credit at any proficiency level, including proficient and advanced.



Table 8.1

PERFORMING ARTS COURSES					
<b>Dance</b> Dance (Beg) Dance (Int) Dance (Prof)* Dance (Adv)*	<b>Choral Music</b> Chorus (Beg) Mixed Choir (Int) Mens Ensemble (Int) Womens Ensemble (Int) Concert Choir (Prof)* Mens Chamber Choir (Prof)* Womens Chamber Choir (Prof)* Mixed Chamber Choir (Adv)*	<b>Band</b> Band (Beg) Concert Band (Int) Symphonic Band (Int) Symphonic Band (Prof)* Wind Ensemble (Prof)* Wind Ensemble (Adv)* Jazz Ensemble (Prof)* Marching Band (Int) Marching Band (Int) No Credit	<b>Orchestra</b> Orchestra (Beg) Concert Orchestra (Int) Symphonic Orchestra (Prof)* Chamber Orchestra (Adv)*	<b>Music Theory</b> Music Theory I (Int) Music Theory II (Prof)* AP Music Theory (Also available online)	<b>Theatre</b> Theatre Arts (Beg) Theatre Arts (Int) Theatre Arts (Prof)* Theatre Arts (Adv)* Technical Theatre (Beg) Technical Theatre (Int) Technical Theatre (Prof)* Technical Theatre (Adv)*

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

Table 8.2

VISUAL ARTS COURSES					
<b>Visual Arts</b> Beginning Visual Arts Intermediate Visual Arts Proficient Visual Arts* Advanced Visual Arts*	<b>Photography</b> Beginning Photography Intermediate Photography Proficient Photography* Advanced Photography*	<b>Contemporary Craft &amp; Design</b> Beginning Contemporary Craft & Design Intermediate Contemporary Craft & Design Proficient Contemporary Craft & Design* Advanced Contemporary Craft & Design*	<b>Art History</b> Art History (Proficient)* AP Art History	<b>AP Studio Art**</b> AP Drawing AP 2D Art and Design AP 3D Art and Design	<b>Ceramics</b> Beginning Ceramics Intermediate Ceramics Proficient Ceramics * Advanced Ceramics *

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

\* Denotes Honors Credit

\*\* AP Studio Art Courses require successful completion of the appropriate Proficient level Arts Education Course or signed permission from High School AP Studio Art Teacher.

## DANCE

### DANCE (BEGINNING)

This course explores movement as a creative art form. Students learn basic choreographic principles, structures and processes. Movement skills and performance values are studied. A movement portfolio is begun. Students analyze dance and explore connections in history, to other arts disciplines, and to health. Students will begin to self assess their dance based on established criteria. *If a student has successfully completed dance in 6th, 7th, and 8th grade, the student should enroll in Dance (Intermediate)*

### DANCE (INTERMEDIATE)

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

*Prerequisite: Complete 6-8 education in Dance; Beginning Dance; or Demonstrated proficiency with High School Course Instructor recommendation*

### DANCE (PROFICIENT\*)

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

*Prerequisite: Demonstrated proficiency in Dance (Intermediate) and Teacher Recommendation.*

### DANCE (ADVANCED\*)

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

*Prerequisite: Demonstrated proficiency in Dance (Proficient) and Teacher Recommendation*

## CHORAL MUSIC

### CHORUS (BEGINNING)

This introductory course is for students interested in singing. Students study the fundamental skills of music, sight-singing, proper vocal production, and vocal health. Choral music study involves listening, describing, and evaluating music. Students also study basic vocal health and wellness issues. Any student who loves to sing is welcome to join. Participation in after-school rehearsals and performances is expected. *If a student has successfully completed chorus in 6th, 7th, and 8th grade, the student should enroll in Intermediate Level course.*

### MIXED CHOIR (INTERMEDIATE)

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

*Prerequisite: Complete 6-8 education in Choir; Beginning Choir; or Demonstrated proficiency with High School Course Instructor recommendation*

### TENOR/BASS ENSEMBLE (INTERMEDIATE) TREBLE ENSEMBLE (INTERMEDIATE)

Each course is designed specifically for male and female singer to improve their vocal skills in a wide range of musical settings. Traditional choral skills of blend, balance, intonation, and phrasing will be learned through the rehearsal and performance of gender specific repertoire. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Complete 6-8 education in Choir; Beginning Choir; or Demonstrated proficiency with High School Course Instructor recommendation*

### CONCERT CHOIR (PROFICIENT\*)

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

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

### TREBLE CHAMBER CHOIR (PROFICIENT\*) TENOR/BASS CHAMBER CHOIR (PROFICIENT\*)

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

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

### MIXED CHAMBER CHOIR (ADVANCED\*)

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

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

## BAND

### BAND (BEGINNING)

This course is an introductory level class for students with no instrumental experience. As a performance-based class, students develop fundamental skills of music, characteristic tone production, terminology, posture, intonation, and expressive skills through ensemble playing and the study of simple band literature. Participation in after-school rehearsals and performances is expected. *If a student has successfully completed band in 6th, 7th, and 8th grade, the student should enroll in Intermediate Level course.*

### CONCERT BAND (INTERMEDIATE)

This course is designed for students who are continuing instrumental music study. Emphasis is placed on the development of musicianship, tone production, and basic skills. Concert Band students study Grade III-IV band literature. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Complete 6-8 education in band; Beginning band; or Demonstrated proficiency with High School Course Instructor recommendation*

## 8 ARTS EDUCATION

### **SYMPHONIC BAND (INTERMEDIATE, PROFICIENT\*)**

This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experiences. Students apply the elements of music and musical techniques within a variety of parameters and learn to critique their performance. Students develop a high level of musicianship through the study and interpretation of Grade IV-VI literature. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

### **WIND ENSEMBLE (PROFICIENT\*, ADVANCED\*)**

This course requires consistent employment of advanced technical and interpretive skills. Students explore rich instrumental repertoire, including compositions with traditional and non-traditional notation, from Grade V-VI. Students analyze musical works for the interaction of elements that make the works unique, interesting, and expressive. Exploration of how music is represented in the 21st century is highly encouraged. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

### **JAZZ ENSEMBLE (PROFICIENT\*)**

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis on the development of performance skills and techniques of improvisation assist students in enhanced practice, study, and evaluation of their own work and that of others. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Demonstrated Proficiency and Teacher Recommendation*

### **MARCHING BAND (INTERMEDIATE)**

#### **MARCHING BAND (INTERMEDIATE) NO CREDIT**

This course is offered during the first semester only. It is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Instruction in musicianship and marching techniques is included. Marching Band requires an extensive rehearsals and performance schedule. Marching band students may perform at football games, parades, and/or competitions.

## ORCHESTRA

### **ORCHESTRA (BEGINNING)**

This is an introductory level class for students with no instrumental experience. Students develop fundamental skills of music, characteristic tone production, music terminology, posture, bowing, intonation, and expressive skills through ensemble playing and the study of simple orchestral literature. Participation in after-school rehearsals and performances is expected.

*If a student has successfully completed orchestra in 6th, 7th, and 8th grade, the student should enroll in Intermediate Level course.*

### **CONCERT ORCHESTRA (INTERMEDIATE)**

This course is designed for students who are continuing music study. Emphasis is placed on the development of intonation, shifting positions, vibrato, bowing and ensemble performance. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Complete 6-8 education in orchestra; Beginning orchestra; or Demonstrated proficiency with High School Course Instructor recommendation*

### **SYMPHONIC ORCHESTRA (INTERMEDIATE, PROFICIENT\*)**

This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experience. Top brass, wind, and percussion students join their string counterparts for the full orchestra experience. Students develop a high level of musicianship and the ability to critique their performance. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*



### **CHAMBER ORCHESTRA (PROFICIENT\*, ADVANCED\*)**

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

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

## MUSIC THEORY

### **MUSIC THEORY I (INTERMEDIATE)**

This is a basic course designed to give students an opportunity to study the fundamental aspects of music reading and writing. Students learn to notate music, rhythms, key signatures, time signatures and other elements needed to apply their knowledge.

*Prerequisite: Demonstrated proficiency and Teacher Recommendation.*

### **MUSIC THEORY II (PROFICIENT\*)**

This course builds upon the foundations of music theory study integrating aspects of melody, harmony, texture, rhythm, form, musical analysis, and elementary composition. Musicianship skills such as beginning dictation and other listening skills are also included.

*Prerequisite: Music Theory I/Teacher Recommendation*

### **AP MUSIC THEORY (ADVANCED\*)**

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

*Prerequisite: Music Theory II/Teacher Recommendation*

## THEATRE ARTS

### **THEATRE ARTS (BEGINNING)**

This is an introductory course for students with little or no theatre arts experience. The course focuses on essential theatre arts vocabulary and the creative process. The fundamentals of speaking, acting, and vocal expression are applied. Students learn fundamental pantomime skills and how to apply the elements of improv in the performance of simple scenes and stories. They explore and analyze formal and informal theatre productions and develop the ability to identify basic technical elements of theatrical production. *If a student has successfully completed drama in 6th, 7th, and 8th grade, the student should enroll in Intermediate Level course.*

**THEATRE ARTS (INTERMEDIATE)**

This course explores the use of body language to express human motivations through improvisation. Students are able to execute basic acting fundamentals of projection, articulation and vocal expression. Intermediate students analyze dramatic literature including, but not limited to, the 6 elements of Aristotle. They are able to illustrate technical elements of theatrical productions and identify links between storytelling traditions and cultural growth. Participation in after-school rehearsals and performances is expected.

*Prerequisite: Complete 6-8 education in theater/drama; Beginning theater; or Demonstrated proficiency with High School Course Instructor recommendation*

**THEATRE ARTS (PROFICIENT\*)**

*Prerequisite: Demonstrated proficiency at Intermediate and Teacher Recommendation*

**THEATRE ARTS (ADVANCED\*)**

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

*Prerequisite: Demonstrated proficiency at Proficient and Teacher Recommendation.*

**TECHNICAL THEATRE (BEGINNING)**

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

**TECHNICAL THEATRE (INTERMEDIATE)**

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

*Prerequisite: Demonstrated Proficiency and Teacher Recommendation.*

**TECHNICAL THEATRE (PROFICIENT\*)**

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

*Prerequisite: Demonstrated proficiency at Intermediate and Teacher Recommendation*

**TECHNICAL THEATRE (ADVANCED\*)**

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

*Prerequisite: Demonstrated proficiency at Proficient and Teacher Recommendation.*

**VISUAL ARTS****BEGINNING VISUAL ARTS**

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This course is an introductory survey of visual arts through drawing, painting, printmaking, sculpture and mixed media. Emphasis is on the study and use of Elements of Art and Principles of Design. Students will explore the context of art in our world and begin to develop critical responses. Students will create and maintain an artistic journal. *If students have successfully completed 6th, 7th, and 8th grade Visual Arts, the student should enroll in Intermediate Visual Arts.*

**INTERMEDIATE VISUAL ARTS**

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

*Prerequisite: Complete K-8 education in Visual Arts; Beginning Visual Arts; or Demonstrated proficiency with High School Course Instructor recommendation*

**PROFICIENT VISUAL ARTS\***

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

*Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation*

**ADVANCED VISUAL ARTS\***

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

*Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation*

**CONTEMPORARY CRAFT & DESIGN****BEGINNING CONTEMPORARY CRAFT AND DESIGN**

The course is an introductory survey of contemporary craft through clay, metal, fiber, paper and other materials. Students will investigate design thinking; study and use Elements of Art and Principles of Design; explore the context of craft and the role of design in our world; begin to develop critical responses; and create and maintain an artistic journal.

**INTERMEDIATE CONTEMPORARY CRAFT AND DESIGN**

This course is a continuation of study in Contemporary Crafts and Design Thinking through clay, metal, fiber, paper and other materials. Students will utilize critical thinking, develop problem-solving skills; conduct critiques; evaluate works of craft; and examine the economics of craft. Students will begin to take a more personal approach in their production of craft while maintaining an artistic journal and craft portfolio.

*Prerequisite: Demonstrated proficiency in Beginning Contemporary Craft and Design or Demonstrated proficiency in a portfolio with High School Course Instructor recommendation.*

**PROFICIENT CONTEMPORARY CRAFTS AND DESIGN\***

The course is a continuation of study and experience in Contemporary Crafts processes and Design Thinking. Students will be required to maintain a portfolio of Crafts work that showcases technical skill and personal voice. Students should be self-directed

## 8 ARTS EDUCATION

and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art and examining the relationships between contemporary craft, traditional craft and cultures will be conducted. Maintaining an artistic journal is required.

*Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation*

### ADVANCED CONTEMPORARY CRAFT AND DESIGN\*

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

*Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation*

## CERAMICS

### BEGINNING CERAMICS

The course is an introductory survey of clay and its position and purpose in art. Students will learn hand-building techniques with low-fire clay; use the Elements of Art and Principles of Design; explore the context of ceramics in our world; begin to develop critical responses and create and maintain an artistic journal.

### INTERMEDIATE CERAMICS

This course is a continuation of study in Ceramics. Students will learn wheel throwing techniques; begin study of glazing, utilize critical thinking; develop problem-solving skills; conduct critiques; and examine the economics of ceramics. Students will begin to take a more personal approach in their production of ceramics while maintaining an artistic journal and a ceramic portfolio.

*Prerequisite: Demonstrated proficiency in Beginning Ceramics and Teacher Recommendation.*

### PROFICIENT CERAMICS\*

This course is a continuation of study and experience in low-fire ceramics. Students will create a portfolio of ceramic work that showcases technical skill and personal style. Glazing and firing tech-



niques will be investigated. The processes of critiquing, evaluating works of art and examining ceramics in a cultural and historical context will be conducted. Maintaining an artistic journal and portfolio is required.

*Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation*

### ADVANCED CERAMICS\*

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

*Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation.*

## ANALOG PHOTOGRAPHY

Analog photography is only offered at schools with the proper facilities and qualified staff.

### BEGINNING PHOTOGRAPHY

Students will learn the basic techniques of photography. This will include the use of a manual SLR 35mm film camera and the darkroom (analog). Concern for the basic principles of design and composition elements will be stressed. Students will learn to apply creative problem solving methods as they are introduced to processing, printing and photographing in the studio. Students will explore the context of photography in our world and begin to develop critical responses.

### INTERMEDIATE PHOTOGRAPHY

This course is a continuation of study in the art of photography. Students will enhance visual perception through the process of photography; develop an in-depth knowledge of photographic equipment, specialized processes and developing techniques; be introduced to concrete and conceptual themes; utilize critical thinking; develop problem-solving skills; conduct critiques; and examine the economics of photography. Students will begin to take a more personal approach in their photography while maintaining an artistic journal and portfolio.

*Prerequisite: Demonstrated proficiency in Beginning and Teacher Recommendation.*

### PROFICIENT PHOTOGRAPHY \*

Students will set photography learning goals and devise means for achieving these goals in a directed studio situation. The process of critiquing, evaluating, and examining photography and its relationship to cultures will be conducted. Students will be expected to maintain a portfolio and artistic journal.

*Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation.*

**ADVANCED PHOTOGRAPHY \***

Students will develop a personal voice and aesthetic in creating a photographic body of work that reflects personal choices and growth over time as an artist. Students will engage in personal and peer; formal and informal; oral and written critiques. Students are expected to maintain a photographic portfolio and an artistic journal including the student's artistic statement and reflection.

*Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation.*

**MEDIA ARTS: VISUAL ARTS**

Media arts is only offered at schools with the appropriate equipment and facilities; necessary resources; and qualified arts instructor. Media Arts is aligned to the NCSCOS and to the National Arts Standards and includes processes such as digital photography, digital arts, cinematic arts, animation, imaging, sound design, graphic design, virtual design, interactive design, as well as multimedia and intermedia.

**BEGINNING MEDIA ARTS: VISUAL ARTS**

This course is an introductory survey of the Elements of Art and Media Arts, along with the Principles of Design through Media Arts Processes. In this course students will learn to apply creative problem solving methods through hybridization and multimodal projects with a focus on Digital Photography. Students will gain foundational skills in editing and composing software and be introduced to other programs within use in the industry. Students will explore the context of Media Arts in our world and begin to develop critical responses.

**INTERMEDIATE MEDIA ARTS: VISUAL ARTS**

This studio based course is a continuation of study in Media Arts. Students will enhance skills through the study of digital photography, film, graphic design, and digital arts; acquire and use an in-depth knowledge of media arts programming; be introduced to concrete and conceptual themes; utilize critical thinking; develop problem-solving skills; conduct critiques; evaluate works of art; explore Media Arts relationship to other art forms and examine the economics of Media Arts. Students will begin to take a more personal approach in Media Arts while maintaining an artistic journal and portfolio.

*Prerequisite: Demonstrated proficiency in Beginning Media Arts and Teacher Recommendation.*

**PROFICIENT MEDIA ARTS: VISUAL ARTS\***

This studio based course is a continuation of study in Media Arts. Students will set Media Arts learning goals and devise means for achieving these goals in a directed studio situation. The processes of critiquing, evaluating, and examining Media Arts and its relationship to cultures and other art forms will be conducted. Students will be expected to maintain a portfolio and artistic journal.

*Prerequisite: Demonstrated proficiency in Intermediate Media Arts and Teacher Recommendation.*

**ADVANCED MEDIA ARTS: VISUAL ARTS\***

The focus of this studio based course is the development of a personal voice and aesthetic in creating a body of work in Media Arts that reflects personal choices and growth over time as an artist. Students will engage in personal and peer; formal and informal; oral and written critiques. Students are expected to maintain a Media Arts portfolio including the student's artistic statement and reflection.

*Prerequisite: Demonstrated proficiency in Proficient Media Arts and Teacher Recommendation.*

**ART HISTORY****ART HISTORY (PROFICIENT\*)**

Students study architecture, sculpture, painting, drawing, printmaking and other art forms within a historical, cultural and temporal context. Students will examine concepts, themes and styles in art. Reading and writing skills are emphasized in learning to analyze and critique art based on established criteria.

**AP ART HISTORY**

Students learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity; explore architecture, sculpture, painting and other media from a variety of cultures; articulate visual and art historical concepts in verbal and written form; investigate and evaluate works of art through observation, discussion, reading and research. Students must possess a high degree of skill in reading, writing, speaking and listening to meet college standards.

*Prerequisite: None, but study of Art through an Art History course or Visual Arts course is recommended prior to taking this course. This course is partially aligned with AP World History.*

**AP STUDIO COURSES****AP DRAWING**

This course follows the outline as provided by the College Board Advanced Placement Program. Students will develop an advanced drawing technique and conceptual portfolio of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision and works that each demonstrate synthesis of materials, processes, and ideas. Students will engage in critiques of their own and peers' art, as well as discuss and write about their art. Student must be self-motivated and exhibit perseverance in completing their portfolio.

*Prerequisite: Teacher Recommendation and Visual Arts Proficient.*

**AP 2-D ART AND DESIGN**

This course follows the outline as provided by the Advanced Placement Program. Students will develop an advanced technique and conceptual portfolio which contains works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision and works that each demonstrate synthesis of materials, processes, and ideas. 2-D portfolios may be accomplished through a variety of processes learned in Photography, Contemporary Craft and Design, and Visual Art. Students will engage in critiques of their own and peers' art, as well as discuss and write about their art. Student must be self-motivated and exhibit perseverance in completing their portfolio.

*Prerequisite: Teacher Recommendation and demonstrated proficiency in Visual Arts Proficient, Photography Proficient, Media Arts: Visual Arts Proficient or Contemporary Craft and Design Proficient.*

**AP 3-D ART AND DESIGN**

This course follows the outline as provided by the Advanced Placement Program. Students will develop an advanced technique and conceptual portfolio which contains works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision and works that each demonstrate synthesis of materials, processes, and ideas. 3-D portfolios may be accomplished through a variety of processes learned in Ceramic, Contemporary Craft and Design, and Visual Arts. Students will engage in critiques of their own and peers' art. Students must be self-motivated and exhibit perseverance in completing their own portfolio.

*Prerequisite: Teacher Recommendation and demonstrated proficiency in Visual Arts Proficient, Ceramics Proficient or Contemporary Craft and Design Proficient.*

ENGLISH COURSES	
<b>English</b>	<b>Electives</b>
English I*	Creative Writing
English I Honors*	Speech & Debate I
English II*	Speech & Debate II
English II Honors*	Honors Speech & Debate III
English III*	Honors Speech & Debate IV
English III Honors*	Film as Literature
English III w/ AP Lang. & Comp.*	Foundations of English I
English IV*	Foundations of English II
CCRG English IV	Literacy Internship
English IV Honors*	Personalized Academic Command of English (PACE) Language Lab
English IV w/ AP Lit. & Comp.*	Novice
IB English Language & Literature HL I	English Language Development
IB English Language & Literature HL II	ELD 9 Novice
IB English Literature HL I	ELD 10 Novice
IB English Literature HL II	ELD 11 Novice
English I EL Novice/Intermediate	ELD 12 Novice
English II EL Novice/Intermediate	ELD 9 Intermediate
English III EL Novice/Intermediate	ELD 10 Intermediate
English IV EL Novice/Intermediate	ELD 11 Intermediate
	ELD 12 Intermediate
	Journalism I*
	Journalism II
	Honors Journalism III
	Honors Journalism IV
	Yearbook I
	Yearbook II
	Yearbook III
	Yearbook IV

\*These courses are also available as online courses.

Table 8.3

**ENGLISH I**

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

**ENGLISH II**

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

**ENGLISH III**

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

**ENGLISH III W/ AP LANGUAGE AND COMPOSITION**

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

**ENGLISH IV**

Students read, analyze, and respond to British literature. Writing, critical thinking, grammar, and language skills are emphasized. The research presentation is completed during English IV.

**CCRG ENGLISH IV**

The CCRG Enhanced English IV course will satisfy the English IV high school graduation requirement and the UNC minimum admissions requirement. Students will complete tests throughout the courses that will be used by community colleges to place them appropriately into

their first college English and math courses if a community college program is their choice after high school.

Students will complete tests throughout the courses that will be used by community colleges to place them appropriately into their first college English courses if a community college program is their choice after high school. Completing these courses in high school can save students time and money when they begin at a community college by eliminating the need for additional support or preparation classes there. This material will also help prepare students for university placement tests, military technical schools, and career English needs.

**ENGLISH IV W/ AP LITERATURE AND COMPOSITION ENGLISH**

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

**LIEP/EL COURSES FOR HIGH SCHOOL**

CMS provides the LIEP (Language Instruction Educational Plan)/ EL (English Learners) Program at all high schools. Students whose primary language is not English and who are identified as English Learners (ELs) qualify for services based on the English Language Proficiency test (WAPT, WIDA Screener & ACCESS).

EL program goals are to help students attain English language proficiency and to meet appropriate academic achievement standards for grade promotion and graduation.

All classes in which EL students participate, such as English I and Math I, are taught in English and incorporate integrated language support to meet the needs of students at every language proficiency level.

**ENGLISH LEARNER COURSES**

**ENGLISH LANGUAGE DEVELOPMENT COURSES AT THE NOVICE OR INTERMEDIATE LEVEL MAY BE SCHEDULED AS COMPANION COURSES TO SUPPORT SUCCESS IN COURSEWORK REQUIRED FOR GRADUATION.**

Instruction is provided by highly qualified teachers who follow the Essential Standards for English Language Arts and the NC WIDA Standards Framework. All integrated and target language supports are built around state content standards, supporting content and language integration through the use of visuals, collaborative learning, discussion, and strategic amplifications to meet the needs of every English Learner.

Students are supported according to English Language Proficiency as established by the ACCESS or W-APT/ WIDA Screener, transcripts, educational background and teacher recommendations. Parents, please communicate with school counselors regarding student course placement.





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

**CREATIVE WRITING**

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

**FILM AS LITERATURE**

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

**SPEECH & DEBATE I**

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

**SPEECH & DEBATE II**

Students further develop skills learned in Speech & Debate I. They learn advanced techniques of public speaking and debate and work independently on an area of specialization for competition. Students are expected to participate in local and state level Speech and Debate competitions.

**HONORS SPEECH & DEBATE III**

Students expand public speaking and forensic skills learned in Speech and Debate II. Emphasis is placed on application of content within and across curricular areas. Honors activities may include required and/or advanced reading lists, writing assignments, projects, portfolio assessments, seminar and performance. Students are expected to participate in local and state level Speech and Debate competitions.

**HONORS SPEECH AND DEBATE IV**

Students expand fundamental and advanced skills learned in Honors Debate III, learn principles of leadership and coaching techniques as well as demonstrate superior skills of analysis and evaluation of classmates and teammates. Honors activities may include required and/or advanced activities similar to Honors Speech and Debate III. Students are expected to participate in local and state level Speech and Debate competitions.

**FOUNDATIONS OF ENGLISH I**

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

**FOUNDATIONS OF ENGLISH II**

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

**ENGLISH LANGUAGE DEVELOPMENT COURSES (ELD)**

Students will engage in integrated and intentional instruction to promote high levels of English language proficiency in the domains of speaking, listening, reading, and writing. Students will develop both academic language skills and social communication within the WIDA Standards Framework.

The course curriculum is grounded in state content standards

through district-vetted curriculum and provides scaffolded grade level content to support students in building academic knowledge at their level of language proficiency. Project-based units are designed to motivate students' desire to learn through authentic investigation and differentiated complex texts and tasks.

**PACE LANGUAGE LAB (PERSONALIZED ACADEMIC COMMAND OF ENGLISH)**

PACE courses promote academic achievement for English Learners by providing grade-level, content-area concepts while developing English language proficiency. Students in PACE courses will engage in carefully structured collaborative tasks that will develop their language and literacy in rigorous disciplinary instruction.

**THROUGH RICH INTERACTIONS, STUDENTS WILL ACCELERATE THEIR ACQUISITION OF ACADEMIC USES OF ENGLISH AND OF SUBJECT MATTER CONTENT.**

**LITERACY INTERNSHIP**

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

**JOURNALISM I**

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

**JOURNALISM II**

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

**HONORS JOURNALISM III**

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

**HONORS JOURNALISM IV**

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

**YEARBOOK I**

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

**YEARBOOK II**

Students learn advanced layout and design and produce the school yearbook.

**YEARBOOK III**

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

**YEARBOOK IV**

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

# 8 WORLD LANGUAGES

## WORLD LANGUAGES

Heritage speakers or students who have lived abroad may be placed into higher levels of language without taking a prerequisite, based on a proficiency assessment. These students are not awarded credit for the level(s) they may skip.

Table 8.7

WORLD LANGUAGES COURSES						
Arabic I* Arabic II* Honors Arabic III Honors Arabic IV Honors Arabic V	Chinese I* Chinese II* Honors Chinese III* Honors Chinese IV* IB SL I Chinese Chinese VAP Language* IB SL II Chinese	French I* French II* Honors French III * Honors French IV * IB SL I French French VAP Language* IB SL II French IB HL I French IB HL II French	German I* German II * Honors German III * Honors German IV * IB SL I German German V AP Language* IB SL II German IB HL I German IB HL II German	Japanese I* Japanese II* Honors Japanese III Honors Japanese IV IB SL I Japanese Japanese V AP Language IB SL II Japanese	Latin I * Latin II* Honors Latin III * AP Latin IV IB SL I Latin IB SL II Latin	Spanish I* Spanish II* Spanish for Native Speakers I Honors Spanish III* Honors Spanish for Native Speakers II Honors Spanish IV* IB SL I Spanish Spanish V AP Language* IB SL II Spanish IB HL I Spanish Spanish VI AP Literature IB HL II Spanish UNCC High Flyers Courses: Chinese, French, German, Spanish

Courses in a sequence require successful completion of the previous course before taking the next higher level course.  
 IB, SL, and HL courses are the 11th and 12th grade Diploma Level courses at the IB high schools.  
 \*These courses are also available as online courses

### ARABIC I, FRENCH I, GERMAN I, JAPANESE I, CHINESE I, SPANISH I

Level I of world language study develops the listening, speaking, reading and writing skills needed for basic communication. Emphasis is given to the development of listening and speaking skills. Geography and cultures of the target language are taught as an integral part of language study. Classes are conducted at least 90% in the target language.

### ARABIC II, FRENCH II, GERMAN II, JAPANESE II, MANDARIN CHINESE II, SPANISH II

Level II of world language study continues the development of language skills. Culture is integrated as an on-going part of language study. Classes are conducted at least 90% in the target language.

*Prerequisite: Level I parts 1 and 2/parts A and B or full year Level I of the same language.*

### HONORS ARABIC III, HONORS FRENCH III, HONORS GERMAN III, HONORS JAPANESE III, HONORS MANDARIN CHINESE III, HONORS SPANISH III

Level III of world language study further develops the communication skills introduced in levels I and II. Cultural study is expanded to include information about the art, music, and literature of the cultures studied. Classes are conducted at least 90% in the target language.

*Prerequisite: Level II of the same world language or Spanish for Native Speakers I.*

### HONORS ARABIC IV, HONORS FRENCH IV, HONORS GERMAN IV, HONORS JAPANESE IV, HONORS MANDARIN CHINESE IV, HONORS SPANISH IV

Level IV of world language study continues the development of language skills, study of history and introduction to literary works to help students work towards success in AP Language and Culture. This course is conducted in the target language. Students participate in activities that require them to use language for meaningful communication with others who speak the language.

*Prerequisite: Level III of the same world language or Spanish for Native Speakers II.*

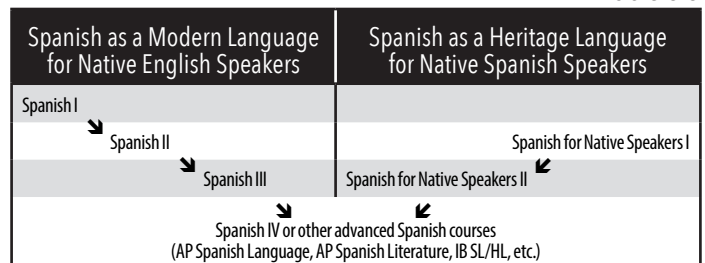
### FRENCH V, GERMAN V, JAPANESE V, MANDARIN CHINESE V, SPANISH V - AP LANGUAGE AND CULTURE

AP world language courses follow a prescribed course of study designed by the College Board that prepares students to take the AP language exam. This course is conducted in the target language. Students participate in activities that require them to use language for meaningful communication with others who speak the language.

*Prerequisite: Level IV of the same world language.*



Table 8.8



**SPANISH VI - AP SPANISH LITERATURE**

AP Spanish Literature follows a prescribed course of study outlined by the College Board with an introduction to the works of selected authors from the target cultures. This course prepares students for the AP literature exam. *Prerequisite: AP Language Level V.*

**SPANISH FOR NATIVE SPEAKERS I**

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

**HONORS SPANISH FOR NATIVE SPEAKERS II**

Honors Spanish for Native Speakers II is a continuation of a language arts course in Spanish designed to improve heritage/immersion speakers' literacy skills. This course prepares students for Honors Spanish IV and above. *Prerequisite: Spanish for Native Speakers I or teacher recommendation.*

**LATIN I**

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

**LATIN II**

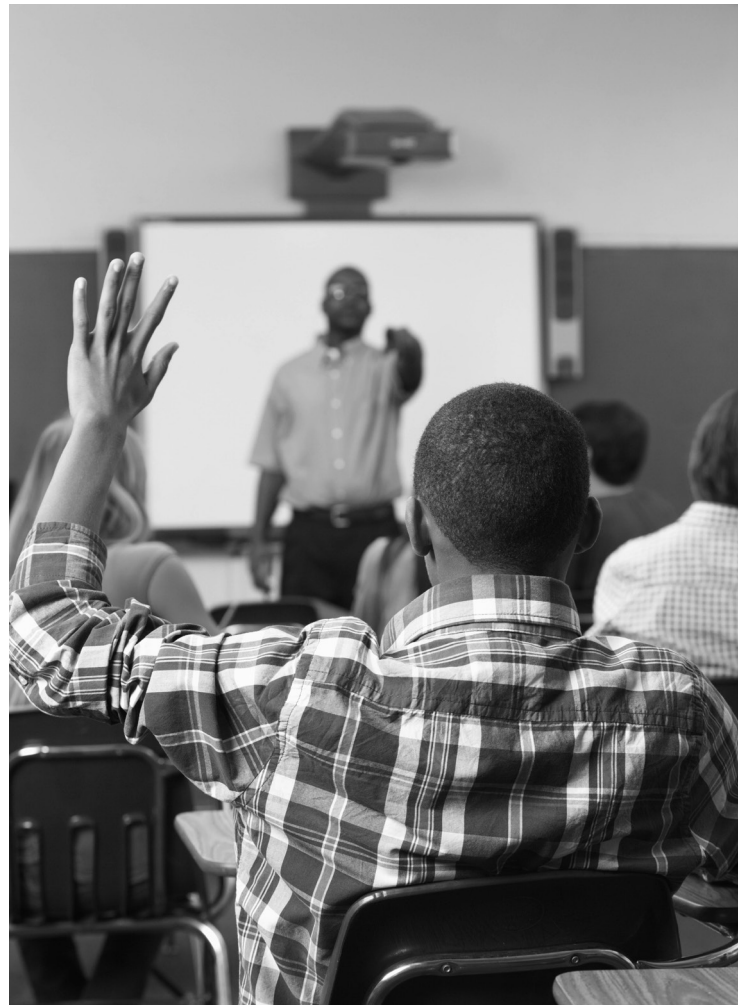
Latin II continues the development of the skills introduced in Latin I and helps students to develop a deeper understanding of classical Roman culture. *Prerequisite: Latin I*

**LATIN III HONORS**

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

**AP LATIN**

AP Latin follows a prescribed sequence of study developed by the College Board. Emphasis is given to reading, translation, meter, scansion, figures of speech and pertinent Roman culture which prepares the student for the AP Latin exam. *Prerequisite: Latin III*



**UNCC HIGH FLYERS COURSES**

CHINESE, FRENCH, GERMAN, SPANISH

These UNCC courses are for advanced World Language students who have exhausted the course offerings in their language(s) at their high school. The courses are offered on the UNCC campus. For applications and additional information, please contact your school counselor or the CMS Advanced Studies office. *Prerequisite: Successful completion of Honors Level IV of the same world language.*

**WORLD LANGUAGE CREDIT**

20221-20232 SCHOOL YEAR

A rising 9th grade student may have already earned one world language credit by successfully completing both level I parts A and B in middle school. This sequence taken in middle school will not impact their high school GPA, although the grade will still be reflected on their transcript. The student should then continue their sequence into the next level of a world language. Students may not repeat Level I of a world language in high school for credit if they have already successfully parts A and B in middle school.

A rising 9th grade student who only successfully completed one part of the two-year world language sequence in middle school or any of the non-credit middle school courses will not have earned any high school world language credit.

A rising 9th grade student coming from a K-8 World Languages immersion program may have earned two credits (or more) in world language courses during middle school, and should continue their sequence in the appropriate honors world language courses. This is usually Honors Level III or Honors Level IV.



# 8 HEALTH AND PHYSICAL EDUCATION

## HEALTH AND PHYSICAL EDUCATION COURSES

### Required

Health & Physical Education

Table 8.9

## NC HEALTH AND PHYSICAL EDUCATION

### Required Courses

The Health Education essential standards include behavior and skill development in five strands, Mental/ Emotional Health, Alcohol/Tobacco/Other Drugs, Nutrition/Physical Activity, Interpersonal Communication and Relationships (RHASE) and Personal/ Consumer Health. The Reproductive Health and Safety Education curriculum is part of our local curricula meeting state standards (House Bill 88).

Note: Parental permission is required for a student to be exempt from the Reproductive Health and Safety Education (RHASE) unit. The form "Parent/Guardian Request for Student Exemption from Reproductive Health and Safety Education (RHASE) Unit" will be made available prior to instruction.

The Physical Education essential standards require moderate to vigorous physical activity (MVPA) developing across four strands, Motor Skills, Movement Concepts, Health Related Fitness and Personal/Social Responsibility. Additionally, students will meet the high school CPR graduation requirement by successfully completing a CPR skills test during the required Health and PE course.

### NC HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION GRADUATION REQUIREMENT

This required course for graduation is a combination of two content areas: health education and physical education. The intent of this course is to develop the knowledge and skills to be physically active, eat nutritiously, access reliable health information and service, communicate effectively, and set-health enhancing goals for a lifetime.

### Elective Courses

#### CARDIO AND CORE CONDITIONING

*(BEGINNER, INTERMEDIATE, ADVANCED AND ELITE)*

Cardio and core conditioning class emphasizes constantly-varied, high-intensity functional movement. Focus is on cardiovascular endurance, stamina, strength, flexibility, power, speed, coordination, agility, and balance to maximize performance and fitness. *Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.*

#### STRENGTH TRAINING

*(BEGINNER, INTERMEDIATE, ADVANCED AND ELITE)*

This class is designed to build strength, add definition, increase your bone density, and decrease your body fat by increasing your lean muscle. Research has proven by adding lean muscle to the body you can speed up your metabolism and burn more calories when you work out and at rest. You will use hand weights, plate loaded barbells, tubing and your own body weight to change the shape of your body. You will work every muscle in your body! *Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.*

#### GROUP FITNESS

*(BEGINNER, INTERMEDIATE, ADVANCED AND ELITE)*

High intensity cardio intervals combined with strength and flexibility exercises to give your body a complete workout. Participants will get their heart rate up and tone every muscle in their body during this class. *Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.*



#### LIFETIME SPORTS

Lifetime sports are physical activities people can enjoy throughout their lives. Lifetime sports are less strenuous sports such as tennis, badminton, and archery are suitable for people in all stages of life and can serve as physical and social outlets.

*Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.*

#### UNIFIED LIFETIME SPORTS

*(BEGINNER, INTERMEDIATE, ADVANCED AND ELITE)*

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

#### TEAM SPORTS

Team sports class emphasizes participation in several team sports. Students will spend time learning the rules and regulations of each sport, practicing the skills to be successful at each sport, taking leadership roles as captains or officials, as well as competing in games and contests. *Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.*

#### SPORTS MEDICINE I

The purpose of this course is to introduce students to Sports Medicine and Athletic Training careers by recognizing the roles and responsibilities associated with these professions.

#### SPORTS MEDICINE II

The purpose of this course is to build on the concepts in Sports Medicine I by providing an overview of the measures for the recognition, assessment and evaluation of athletic related injuries.

*Prerequisite: Adequate performance in Sports Medicine I and passing Health and PE.*

#### SPORTS MEDICINE III

The purpose of this course is to continue building on the concepts in sports medicine I and II. It will provide an overview of the measures for injury prevention, rehabilitation and management of athletic related injuries.

*Prerequisite: Adequate performance in Sports Medicine I and II.*

#### SPORTS MEDICINE IV

The purpose of this course is to provide independent study and hands-on training as a Sports Medicine Student Assistant.

*Prerequisite: Adequate performance in Sports Medicine I, II, and III.*

## HIGH SCHOOL MATHEMATICS COURSES

### FOUNDATIONS OF MATH 1, FOUNDATIONS OF MATH 2, AND FOUNDATIONS OF MATH 3

These courses cover topics to better prepare students for NC Math 1, NC Math 2 and NC Math 3. Beginning with entering ninth grade students in 2009, students will earn elective credit, not math credit for successful completion of these courses to satisfy the four math requirements for University admissions.

#### NC MATH 1, NC MATH 1 HONORS

This course provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

#### NC MATH 2, NC MATH 2 HONORS

This course continues a progression of the standards established in Math 1. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. *Prerequisite: NC Math 1*

#### NC MATH 3, NC MATH 3 HONORS

This course progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math 3 also includes the geometric concepts of conics and circles.

*Prerequisite: NC Math 2*

#### CCRG MATH

Students who qualify for CCRG math placement will take a new CCRG Math course that will count as a fourth mathematics credit for high school graduation but not as a fourth level mathematics course. Since this is not a fourth level mathematics course, it will not satisfy UNC minimum admissions requirements. So, these students may need to take an additional math course if they are planning to attend a UNC System university. Students will complete tests throughout the courses that will be used by community colleges to place them appropriately into their first college Math course if a community college program is their choice after high school. Completing these courses in high school can save students time and money when they begin at a community college by eliminating the need for additional support or preparation classes there. This material will also help prepare students for university placement tests, military technical schools, and career Math needs.

The following chart shows some of the sequences of mathematics courses.

Each student is urged to consult with their mathematics teacher and counselor concerning the course in which he or she might attain the most knowledge and success.

Table 8.11

MATHEMATICS COURSES			
Foundations of NC Math 1 NC Math 1* Foundations of NC Math 2 NC Math 1 Honors*	NC Math 2* NC Math 2 Honors* Foundations of NC Math 3 NC Math 3* NC Math 3 Honors* CCRG Math NC Math 4 NC Math 4 Honors	Pre-Calculus Honors* Discrete Mathematics for Computer Science Discrete Mathematics for Computer Science Honors AP Statistics AP Calculus AB AP Calculus BC*	IB Math Applications 1 IB Math Applications 2 IB Math Analysis 1 IB Math Analysis 2

Table 8.10

\*These courses are also available online through NCVPS

#### NC MATH 4, NC MATH 4 HONORS

This course is designed to be a fourth level mathematics course for university and community college bound students going into STEM and non-STEM fields. This course will be accessible to any student who has completed Math 3.

*Prerequisite: NC Math 3*

#### DISCRETE MATHEMATICS FOR COMPUTER SCIENCE, DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HONORS

This course introduces discrete structures that are the backbones of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics.

*Prerequisite: NC Math 3*

#### PRE-CALCULUS HONORS

Pre-Calculus, through the study of Functions, Number and Quantity, Algebra, and Modeling, is designed to prepare students for an entry-level college Calculus. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course.

*Prerequisite: NC Math 3 or NC Math 3 Honors*

#### AP STATISTICS

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

*Pre-calculus or NC Math 3 or NC Math 3 Honors*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of NC Math 1 / NC Math 1	Foundations of NC Math 2 / NC Math 2	Foundations of NC Math 3 / NC Math 3	NC Math 4, NC Math 4 Honors
NC Math 1, NC Math 1 Honors	NC Math 2, NC Math 2 Honors	NC Math 3, NC Math 3 Honors	Discrete Math for Computer Science, Discrete Math for Computer Science Honors, Pre-Calculus Honors
NC Math 2	NC Math 3, NC Math 3 Honors	NC Math 4, NC Math 4 Honors	AP Calculus AB/BC, AP Statistics, Discrete Mathematics for Computer Science
NC Math 2 - Honors	NC Math 3 - Honors	Pre-Calculus Honors	AP Calculus AB, AP Calculus BC, AP Statistics
NC Math 3 - Honors	Pre-Calculus Honors	AP Calculus AB, AP Calculus BC, AP Statistics IB Math Applications I, IB Math Analysis I	AP Calculus AB, AP Calculus BC, AP Statistics, or College-level courses IB Math Applications II, IB Math Analysis II

# 8 MATHEMATICS/SCIENCE

## AP CALCULUS AB

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

*Prerequisite: Pre-Calculus*

## AP CALCULUS BC

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

*Prerequisite: Calculus AB*

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Science courses required for high school graduation:  
biology, a physical science course, an earth/environmental science course

SCIENCE COURSES			
<p><b>Earth/Environmental Science</b> (any of these meet the graduation requirement)</p> <ul style="list-style-type: none"> <li>Earth/Environmental Science Honors*</li> <li>AP Environmental Science*</li> <li>IB Environmental Systems SL I</li> <li>IB Environmental Systems SL II</li> </ul>	<p><b>Biological Sciences</b> (any one of the courses below fulfills the graduation requirement)</p> <ul style="list-style-type: none"> <li>Biology 1*</li> <li>Honors Biology 1*</li> <li>AP Biology (2 periods)*</li> <li>IB Biology SL or HL I</li> <li>IB Biology SL or HL II</li> </ul>	<p><b>Physical Science</b> (any one of the courses below fulfills the graduation requirement)</p> <ul style="list-style-type: none"> <li>Physical Science*</li> <li>Chemistry 1</li> <li>Chemistry 1 Honors*</li> <li>Physics</li> <li>Physics Honors</li> <li>AP Chemistry (2 periods)</li> <li>AP Physics 1 or 2 (2 periods)*</li> <li>IB Chemistry SL or HL I</li> <li>IB Chemistry SL or HL II</li> <li>IB Physics SL or HL I</li> <li>IB Physics SL or HL II</li> </ul>	<p><b>Science Electives</b> These courses <b>DO NOT</b> fulfill graduation requirements.</p> <ul style="list-style-type: none"> <li>Greenhouse Biology</li> <li>Anatomy and Physiology Honors*</li> <li>Astronomy</li> <li>Oceanography / Marine Science</li> <li>Forensic Science Honors</li> </ul>
<p>*These courses are also available as online courses</p>			

Table 8.12

## Earth/Environmental Sciences

### EARTH/ENVIRONMENTAL SCIENCE, EARTH/ENVIRONMENTAL SCIENCE HONORS (OR AP ENVIRONMENTAL SCIENCE)

Fulfills the Earth/Environmental Science graduation requirement

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

### ASTRONOMY

This course acquaints students with astronomy concepts including basic facts about the Earth, moon, and stars. Also included for study are galaxies, cosmology, and space exploration. This is a science elective course and is not required for graduation credit.

## OCEANOGRAPHY/MARINE SCIENCE

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

## Biological Sciences

### BIOLOGY I, BIOLOGY I HONORS, IBMYP BIOLOGY

Fulfills the biology graduation requirement.

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

### HUMAN ANATOMY AND PHYSIOLOGY HONORS

This course studies the structure and function of the human body with emphasis placed upon the concepts that help correlate the principles of structure and function. This is a science elective course and is not required for graduation credit.

*Prerequisite: Biology*

### FORENSIC SCIENCE HONORS

Forensic science is the application of basic biological, chemical and physical science principles in the investigation of crime scenes. Students will learn how to observe, collect, analyze and evaluate evidence. Some of the many topics covered are fingerprint analysis, hair and fiber comparison, serology and crime scene analysis. This is a science elective course and is not required for graduation credit.

### GREENHOUSE BIOLOGY

A lab-based course that is the overview study of plant structure and function. In the course, students learn not only the basic scientific knowledge, but also economic importance and how to manage basic plant care and propagation. Greenhouse Biology should be taken in the fall and followed by Biology I in the spring, or can be paired with Biology on an A/B day schedule. The syllabus and pacing guide have been created to prepare students to be successful in Biology I.





**AP SCIENCE COURSES**

<p><b>Biology AP (2 periods)</b> Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. <i>Prerequisites: Biology I, Chemistry I</i></p>	<p><b>Chemistry AP (2 periods)</b> Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the science of chemistry. <i>Prerequisites: Math II, Biology I, Chemistry I</i></p>	<p><b>Physics 1 Mechanics AP (2 periods)</b> Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the science of mechanical physics. <i>Prerequisite: Math II</i></p>	<p><b>Physics 2 Electricity &amp; Magnetism AP (2 periods)</b> Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the science of electricity and magnetism in physics. <i>Prerequisites: Math II, Physics 1 AP or a previous introductory course in Physics (Physics or Physics Honors)</i></p>	<p><b>Environmental Science AP (1 period)</b> Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing environment of earth. <i>Prerequisites: Math I, Biology I, Chemistry I</i></p>
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**Note: All two period AP science classes will earn one science credit and two quality points.**

Table 8.13

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

**PHYSICAL SCIENCE**

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

**CHEMISTRY I, CHEMISTRY I HONORS, MYIB CHEMISTRY**

This course is a laboratory-based science class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter.

*Prerequisites: Math I, NC Math 2 Concurrent.*

*This is the recommended physical science course for college/university admission.*

**PHYSICS, PHYSICS HONORS, MYIB PHYSICS (OR AP PHYSICS 1)**

This course is a laboratory-based science class in which students will study the fundamentals of the physical world of matter, energy, basic mechanics and particle physics.

*Prerequisites: Math II.*

*This is a recommended physical science course for college/university admission.*

**AP SCIENCES**

**ENVIRONMENTAL SCIENCE AP - 1 PERIOD**

This science class is the equivalent to a first-semester college course in Environmental Science. This laboratory-based science class emphasizes the application of scientific concepts to the understand-

ing and solution of environmental problems. This course fulfills the Earth/Environmental Science Graduation requirement.

*Prerequisites: Math I, Biology I, Chemistry I*

**BIOLOGY AP - 2 PERIODS**

This science class is the equivalent to a first-semester college course in Biology. This laboratory-based science class emphasizes the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology.

*Prerequisites: Biology I, Chemistry I*

**CHEMISTRY AP - 2 PERIODS**

This science class is the equivalent to a first-semester college course in Chemistry. This laboratory-based science class emphasizes an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data.

*Prerequisites: Math II, Biology I, Chemistry I*

**PHYSICS 1 MECHANICS AP - 2 PERIODS**

This science class is the equivalent to a first-semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves and sound. It will introduce electrical circuits. Strong emphasis is placed on laboratory work and analysis of data. An AP exam will be given at the end of the course.

*Prerequisites: Math II, No prior course work in Physics is necessary*

**SOCIAL STUDIES COURSES**

Required Courses:	Elective Courses	Locally Developed Electives	AP Elective Courses
World History*; World History; Honors World History* or AP World History*	African-American Studies*	21st Century Leadership	AP Economics
Founding Principles of the United States and North Carolina: Civic Literacy, or Honors Founding Principles of the United States and North Carolina	Latin American Studies	Honors Big History Project	AP European History*
American History, Honors American History OR AP United States History with Social Studies elective OR IB History of the Americas with Social Studies Elective (see table for options)	Psychology*	Honors Dream Leaders	AP Psychology*
Economics and Personal Finance	Sociology*		AP Human Geography*
	The Cold War		AP United States Government and Politics
	Twentieth Century Civil Liberties, Civil Rights		AP Comparative Government and Politics
	Turning Points in American History		
	21st Century Global Geography		
	World Humanities		
	American Humanities		

\*These courses are also available as online courses Table 8.14

**PHYSICS 2 ELECTRICITY & MAGNETISM AP - 2 PERIODS**

This science class is the equivalent to a second-semester college course in algebra based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Strong emphasis is placed on laboratory work and analysis of data. An AP exam will be given at the end of the course.

*Prerequisites: Math II, Physics 1 AP or a previous introductory course in Physics*

**SOCIAL STUDIES**

**WORLD HISTORY/HONORS WORLD HISTORY**

The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history. Students taking this course will study major turning points that shaped the modern world.

**FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY/HONORS FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY**

The Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and

the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

**AMERICAN HISTORY/HONORS AMERICAN HISTORY**

The American History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.) Students will have studied colonial American history in the 4th, 5th, and 8th grades. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Table 8.15

**SOCIAL STUDIES COURSES REQUIRED FOR GRADUATION**

WORLD HISTORY	FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVIC LITERACY	AMERICAN HISTORY/HONORS AMERICAN HISTORY	ECONOMICS AND PERSONAL FINANCE
World History; Honors World History OR AP World History	Founding Principles of the United States and North Carolina: Civic Literacy, Honors Founding Principles of the United States and North Carolina: Civic Literacy	American History/Honors American History OR AP United States History with Social Studies elective OR IB History of the Americas HLI w/ Social Studies elective; IB History of the Americas HLLI w/Social Studies elective; or IB History of the Americas HL & HL 1 & 2	Economics and Personal Finance



## SOCIAL STUDIES ELECTIVES

### AFRICAN AMERICAN STUDIES

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

### LATIN AMERICAN STUDIES

Latin American Studies is a course that aims to provide a broad framework for students to gain a historical and contemporary understanding of the individuals, groups, events, trends and ideas surrounding Latino peoples living in the United States, Mexico, Central America, South America and the Caribbean. The course is broken down into five strands; history, culture, economics, geographic and government. The historical content of this course is taught with heavy relevance to contemporary issues in order to ensure deeper understandings with students.

### PSYCHOLOGY

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

### SOCIOLOGY

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

### THE COLD WAR

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

### TWENTIETH CENTURY CIVIL LIBERTIES, CIVIL RIGHTS

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



### 21ST CENTURY GLOBAL GEOGRAPHY

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as, the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations.

### WORLD HUMANITIES SEMINAR

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

### AMERICAN HUMANITIES SEMINAR

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

## 8 SOCIAL STUDIES



### TURNING POINTS IN AMERICAN HISTORY

This course would emphasize, in greater depth, 10-15 key turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. These turning points when considered chronologically should ultimately provide a narrative of United States history. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world.

### AMERICAN INDIAN STUDIES

The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures, legacies and achievements of American Indians from prehistoric to present-day societies. The course offers traditional and contemporary perspectives, which place the land, its history, and the people at the center. The course draws upon concepts and issues of policy, law, economic and cultural change as well as shared beliefs concerning human-environment interaction. Students will be able to immerse themselves in some of America’s oldest continuous societies and cultures, within a learning environment which fosters open, critical and creative historical thought. Although the many American Indian groups of North Carolina are encouraged to be used as the focus of instructional content examples, the expectation of the course is to expose students to American Indian societies and tribes from all areas of the United States throughout history.

### Locally Developed Electives

#### HONORS DREAM LEADERS

This student leadership course is designed to provide high school students who are active in their school community to take leadership roles. The design is to assist students in examining the effort and attitudes needed to take personal ownership of their school and community. By analyzing character traits of leadership, students will be able to better understand the ongoing process and difficulties inherent in various historic leadership roles. Intended for students classified as a Junior or Senior, active in at least one school organization and accepted through a rigorous interview process by the teacher of record.

#### HONORS BIG HISTORY PROJECT

The Big History Project takes on big compelling questions that originate with the dawn of time, and gives students a framework to tell the story of humanity’s place in the Universe. It looks at the past from the dawn of time to modernity, seeking out common themes

and patterns that can help us better understand people, civilizations, and the world we live in. Big History transcends traditional self-contained fields of study and grasp history as a whole. By teaching students to explore these connections, and to effectively question, analyze and postulate, it provides a foundation for thinking not only about the past, but also the future and the changes that are reshaping our world. While open to all students, this course is designed as an introduction to the rigor of an Advanced Placement course.

### Advanced Placement (AP) Social Studies Electives

#### AP ECONOMICS

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

*Prerequisite: Civics and Economics or Honors Civics and Economics*

#### AP EUROPEAN HISTORY

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

*Prerequisite: World History, Honors World History, or AP World History*

#### AP US GOVERNMENT AND POLITICS

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

*Prerequisite: Civics and Economics, American History I & II or AP United States History*

#### AP PSYCHOLOGY

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

#### AP HUMAN GEOGRAPHY

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

#### AP UNITED STATES HISTORY

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

*Prerequisite: Civics and Economics*

#### AP WORLD HISTORY

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

#### AP COMPARATIVE GOVERNMENT

This course will follow the outline from the AP bulletin. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom.

*Prerequisite: Civics and Economics*

## WHAT IS CAREER TECHNICAL EDUCATION (CTE)?

- A blend of early career discovery and skill development through active learning
- Early career launch through sequenced career pathway courses
- Opportunity to build industry recognized certifications and early credit towards postsecondary degree
- Connect with Charlotte employers through job shadows and internships

## What is a CTE pathway?

- Three to four course sequence using state of the art hardware, software, and equipment that allows students to build industry relevant knowledge in their chosen career field, students are not allowed to take courses out of sequence to ensure that they have the prior knowledge to complete the course
- Courses embed industry credentials and deepen industry experience for each sequential course taken
- Deepening industry experience for each sequential course taken
- Most pathways articulate to a pathway through two or four year university, or the next level of necessary certification
- Courses align to provide deeper work based learning opportunities
- Courses build industry ready skills which lead to high quality internships

**By completing a CTE pathway, students have the opportunity to begin building a professional network with Charlotte employers before graduating high school.**

## How can completing a CTE Pathway help me?

- Complete industry certification embedded in pathway sequence
- Leverage CTE AP and Honors Courses to deepen industry knowledge
- Enroll in early college opportunities through College and Career Promise
- Track field trips, job shadows and internships
- Participate in capstone competitions
- Be an active member of Career and Technical Student Organization

The following pages outline the pathways that are hosted at each school. To ensure students are able to maximize their CTE opportunities, please connect with counselors or the Career Development Coordinator at the school level. All high schools offer CTE courses. The courses listed in the pathways document are not intended to be an exclusive list of CTE courses at each school. Some pathway sequences will vary slightly by school based on a specialty offered at that school.

Table 9.1

SEMESTER HOURS CREDIT***	HIGH SCHOOL CREDITS
1-2	0
3-4*	1
5-8**	2
9 OR MORE**	3

For 21-22 academic school year, college and university courses shall earn high school dual credit as specified to the left.

\* Courses with labs, the combination of the course and the lab count as a single course.

\*\* These occur only in certain Career and Technical courses.

\*\*\* High school credit applies to college courses in college curriculum programs.

## CAREER AND COLLEGE PROMISE (CCP)

Career and College Promise (CCP) gives high school juniors and seniors the opportunity to get a 'jump start' and earn college credit toward a two-year or four-year degree while still in high school. Students are dually enrolled in their high school and at Central Piedmont Community College, allowing them the opportunity to receive both high school and college credit for courses taken through the program while remaining at their current high school. Best of all, **CCP classes are tuition-free during the fall, spring and summer semesters.**

## HOW HAS CAREER AND COLLEGE PROMISE BENEFITED STUDENTS?

- Students can explore more than 50 academic programs.
- High school students earned over 17,000 hours of college credit.
- More than 2500 high school students saved approximately \$1,200,000 in college tuition.

Table 9.2

TUITION FREE OPTIONS	HOW TO QUALIFY FOR CCP	MAINTAINING ELIGIBILITY	PATHWAY REQUIREMENTS
<b>Career &amp; Technical Education Pathway</b>	<ul style="list-style-type: none"> <li>• Be a high school junior or senior;</li> <li>• Have a minimum unweighted cumulative GPA of 2.8 on high school courses; or</li> <li>• Demonstrate college readiness in English, Reading, and Mathematics on an approved assessment or placement test</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to make progress toward high school graduation</li> <li>• Maintain a 2.0 in college coursework after completing two courses,</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>• A student must enroll in one program of study and may not substitute courses in one program for courses in another.</li> <li>• The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.</li> <li>• Students may also enroll in both CTE and College Transfer with approval of the high school principal or his/her designee and the college's chief student development administrator.</li> </ul>
<b>College Transfer Pathway</b>	<p>There are two options for Career and Technical Pathway Eligibility. The student must be a high school junior or senior and meet either A or B below.</p> <p><b>A. Show College Readiness</b></p> <ol style="list-style-type: none"> <li>1. With a minimum unweighted, cumulative GPA of 2.8 on high school courses, or</li> <li>2. With approved assessments in English, Reading, and Mathematics</li> </ol> <p>These students are eligible to enroll in any CTE pathway</p> <p><b>B. Do not show College Readiness</b></p> <ol style="list-style-type: none"> <li>1. Have a recommendation of their high school principal or designee</li> <li>2. Have received career pathway information outlining program requirements for completion of the certificate or diploma</li> </ol> <p>These students are eligible to enroll in a CTE pathway without UGETC (Universal General Education Component) Courses.</p>		

Adapted from Central Piedmont Community College. For more information: [www.cpc.edu/hsprograms](http://www.cpc.edu/hsprograms)

# 9 CTE PATHWAYS, COURSE SEQUENCES

ALL PATHWAYS ARE INDUSTRY ALIGNED AND MUST BE TAKEN IN SEQUENCE TO ENSURE STUDENTS ACQUIRE THE APPROPRIATE SKILLS FOR THE NEXT COURSE. MORE THAN ONE PRE-REQUISITE MAY BE REQUIRED PRIOR TO THE THIRD OR FINAL COURSE.

ALL INDUSTRY CERTIFICATIONS ARE OFFERED AT NO COST TO THE STUDENT.

PATHWAY	COURSE SEQUENCE <i>(course sequence may vary by school)</i>
<b>Advanced Manufacturing &amp; Engineering</b> Industry Certifications: <i>OSHA-10 Hour</i>	1. Intro to Engineering Design 2. Principles of Engineering 3. Computer Integrated Manufacturing
<b>Architecture &amp; Engineering</b> Industry Certifications: <i>Autodesk Revit User Certified, Autodesk Inventor User Certified, Solid Works</i>	1. Drafting – Architecture I 2. Drafting – Architecture II 3. Civil Engineering & Architecture
<b>Biomedical Science</b> Industry Certifications: <i>CPR Provider</i>	1. Principles of Biomedical Science 2. Human Body Systems 3. Medical Interventions
<b>Nursing Fundamentals</b> Industry Certifications: <i>CPR Provider, Nurse Aide I</i>	1. Health Science I 2. Health Science II 3. Nursing Fundamentals
<b>Carpentry</b> Industry Credentials: <i>NCCER, OSHA-Construction</i>	1. Core & Sustainable 2. Carpentry I 3. Carpentry II
<b>Software Development</b> Industry Certifications: <i>Python</i>	1. AP Computer Science Principles 2. Python I 3. AP Computer Science A
<b>Automotive</b> Industry Certifications: <i>SP1/SP2 Mechanical Pollution and Safety, ASE Main, Brakes, G1-MLR</i>	1. Automotive Service Fundamentals 2. Automotive I 3. Automotive II
<b>Business Management</b>	1. Business Essentials 2. Business Management I 3. Business Management II
<b>Financial Planning</b>	1. Business Essentials 2. Financial Planning I 3. Financial Planning II
<b>Cosmetology</b>	1. Entrepreneurship I 2. Entrepreneurship II 2. Cosmetology I - Junior Year 3. Cosmetology II - Senior Year
<b>Culinary Arts &amp; Hospitality</b> Industry Certifications: <i>ProStart I, Always Food Safe, ProStart II</i>	1. Culinary Arts & Hospitality I 2. Culinary Arts & Hospitality II Applications 3. Culinary Arts & Hospitality III
<b>Game Art Design</b> Industry Certifications: <i>Autodesk 3DS Max, Unity Certification</i>	1. Game Art Design 2. Digital Design & Animation 3. 3D Modeling 4. Unity 3D Programming
<b>Graphic &amp; Digital Design</b> Industry Certifications: <i>Adobe: Photoshop, InDesign, Illustrator, Premier, Dreamweaver</i>	1. Intro to Adobe 2. Adobe Visual 3. Adobe Video
<b>Interior Design</b> Industry Certifications: <i>Autodesk Revit User Certified</i>	1. Interior Design Fundamentals 2. Interior Design Studio 3. Interior Design Technology
<b>Customer Relationship Management (CRM)</b> Industry Certifications: <i>Salesforce Administration</i>	1. Marketing 2. Marketing Applications 3. Intro to Customer Relationship Management 4. Customer Relationship Management I

**ALL PATHWAYS ARE INDUSTRY ALIGNED AND MUST BE TAKEN IN SEQUENCE TO ENSURE STUDENTS ACQUIRE THE APPROPRIATE SKILLS FOR THE NEXT COURSE. MORE THAN ONE PRE-REQUISITE MAY BE REQUIRED PRIOR TO THE THIRD OR FINAL COURSE.**

**ALL INDUSTRY CERTIFICATIONS ARE OFFERED AT NO COST TO THE STUDENT.**

<b>PATHWAY</b>	<b>COURSE SEQUENCE</b> <i>(course sequence may vary by school)</i>
<b>Digital Marketing</b> Industry Certifications: <i>Adobe: Creative Cloud</i>	1. Marketing 2. Marketing Applications 3. Digital Marketing
<b>Sports Partnership &amp; Influencer Marketing</b> Industry Certifications: <i>Adobe: Creative Cloud, Google Analytics</i>	1. Marketing or Sports and Event Marketing I 2. Marketing Apps or Sports and Event Marketing II 3. Sports Partnership and Influencer Marketing 4. Digital Marketing
<b>Public Safety: Law Enforcement &amp; Protection</b> Industry Certifications: <i>NIMS 100 – NIMS 200 Community Emergency Response Team (CERT)</i>	1. Public Safety I 2. Public Safety II 3. Law & Justice I 4. Law & Justice II
<b>Public Safety: Fire &amp; Emergency Management</b> Industry Certifications: <i>NIMS 100 – NIMS 200 Community Emergency Response Team (CERT)</i>	1. Public Safety I 2. Public Safety II 3. Fire Fighter & Technology I 4. Fire Fighter & Technology II
<b>Public Safety: Emergency Medical Technician &amp; Paramedic</b> Industry Certifications: <i>NIMS 100 – NIMS 200 Community Emergency Response Team (CERT)</i>	1. Public Safety I 2. Public Safety II 3. EMT/Medical Technology I 4. EMT/Medical Technology II
<b>Public Safety: Emergency Management</b> Industry Certifications: <i>NIMS 100 – NIMS 200 Community Emergency Response Team (CERT)</i>	1. Public Safety I 2. Public Safety II 3. Emergency Management System I 4. Emergency Management System II

Table 9.3



# 9 CTE COURSE DESCRIPTIONS

## 3D MODELING

*Prerequisite: Digital Design & Animation*

This course is designed to teach students 3D modeling techniques to include using 3DS Max to manipulate and sculpt pure imagination into substantial digital art. Students will develop a portfolio of original projects that they can use when applying for an internship, higher education, or a job.

## ACCOUNTING I

This course is designed to help students understand the basic principles of the accounting cycle. This course helps prepare students for the QuickBooks Credential. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. *(Approved Honors)*

## ACCOUNTING II

*Prerequisite: Accounting I*

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. This course helps prepare students for the QuickBooks Credential. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. *(Approved Honors)*

## ADOBE VIDEO

*Prerequisite: Adobe Visual*

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

## ADOBE VISUAL

*Prerequisite: Intro to Adobe Applications*

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

## ADVANCED MANUFACTURING I

Topics included in this course include 21st century skills, working in advanced manufacturing, understanding customers' needs, communication strategies, how to develop and deliver training, manufacturing safety, personal protective equipment, fire and electrical safety, blueprint reading, basic measurement, precision tools, quality systems, corrective action process, and verification processes.



## ADVANCED MANUFACTURING II

*Prerequisite: Advanced Manufacturing I*

Topics included in this course are identifying customer needs, determining resources available for production process, equipment setup, setting team, production goals, perform and monitor the process to make a product, document the process and determine product shipping or distribution, and performing routine maintenance of electrical, pneumatic, hydraulic, and machine automation and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT).

## AP COMPUTER SCIENCE A

*Prerequisite: AP Computer Science Principles and Python*

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

## AP COMPUTER SCIENCE PRINCIPLES

This is a college-level introductory computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems including the internet work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## APPAREL AND TEXTILE PRODUCTION I

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

## APPAREL AND TEXTILE PRODUCTION II

*Prerequisite: Apparel I*

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

## AUTOMOTIVE SERVICE FUNDAMENTALS

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

## **AUTOMOTIVE SERVICE I**

*Prerequisite: Automotive Service Fundamentals*

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience.

## **AUTOMOTIVE SERVICE II**

*Prerequisite: Automotive Service I*

This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience.

## **AUTOMOTIVE SERVICE III**

*Prerequisite: Automotive Service II*

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience.

## **BIOMEDICAL TECHNOLOGY**

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

## **BUSINESS MANAGEMENT I**

*Prerequisite: Business Essentials*

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. *(Approved Honors)*

## **BUSINESS MANAGEMENT II**

*Prerequisite: Business Management I*

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

## **CARPENTRY I**

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

## **CARPENTRY II**

*Prerequisite: Carpentry I*

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

## **COSMETOLOGY I**

This course introduces students to the content essential to pursuing a cosmetic arts license. Students study the history of cosmetology; infection control; basic principles of hair care; principles of hair styling and cutting; chemical texture services; and hair coloring services, products and procedures.

## **COSMETOLOGY II**

*Prerequisite: Cosmetology I*

This course covers the advanced cosmetic art topics of general anatomy and chemistry; skin and nail care; hair design and braiding; the use of wigs and extensions; massage and facials; makeup and cosmetic artistry; manicure and pedicure procedures; nail extensions and UV gel nail applications. Students provide services to live models and participate in the district Cosmetology Capstone event. CMS Cosmetology is monitored and regulated by the North Carolina Board of Cosmetic Arts Examiners.

## **CULINARY ARTS AND HOSPITALITY I**

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

## **CULINARY ARTS AND HOSPITALITY II APPLICATIONS**

*Prerequisite: Culinary Arts and Hospitality I*

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, social studies, and are reinforced.

## **CULINARY ARTS AND HOSPITALITY III**

*Prerequisite: Culinary Arts and Hospitality II Applications*

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

## **CULINARY ARTS AND HOSPITALITY IV APPLICATIONS**

*Prerequisite: Culinary Arts and Hospitality III*

This course is designed for students to demonstrate their knowledge and skills in advanced food preparation, garde manger, baking and pastry, and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling a variety of meat, poultry, and seafood entrées served with accompaniments and sauces and yeast breads, desserts, and pastries, while applying human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

## **DIGITAL DESIGN & ANIMATION**

*Prerequisite: Game Art Design*

This course is designed to teach students digital design techniques

## 9 CTE COURSE DESCRIPTIONS

such image production, audio and video effects, transformations, and 3D rendering. Students will apply concepts through the development of 2D and 3D graphics, digital effects, and animations

### DIGITAL MARKETING

*Prerequisite: Marketing Applications*

The digital marketing course is designed to give students a general background in digital marketing and an introduction to the rapidly growing and evolving career field. Students will be exposed to the fundamental concepts and principles of the digital experience, focus on the learning tools and skills necessary for solving business problems, and developing marketing opportunities. This course will provide practical experience in, but not limited to: ecommerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, and mobile media.

### DRAFTING I

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

### DRAFTING II - ARCHITECTURAL

*Prerequisite: Drafting I*

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

### DRAFTING III- ARCHITECTURAL

*Prerequisite: Drafting II - Architectural*

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design.

### EMERGENCY MANAGEMENT I

*Prerequisite: Public Safety I, Emergency Medical Technology II, Firefighter Technology II, or Law & Justice II*

This course is the first in a series of courses aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English, language arts are reinforced.

### EMERGENCY MANAGEMENT II

*Prerequisite: Emergency Management I*

This course is the second in a series of courses aligned to the Emergency Management certifications from FEMA are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

### EMERGENCY MEDICAL TECHNOLOGY I

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Students must be 17 years of age prior to enrollment per NCOEMS requirements.

### EMERGENCY MEDICAL TECHNOLOGY II

*Prerequisite: Emergency Technology I*

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

### ENTREPRENEURSHIP I

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

### ENTREPRENEURSHIP II

*Prerequisite: Entrepreneurship I*

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

### ENVIRONMENTAL & NATURAL RESOURCES I

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

### ENVIRONMENTAL & NATURAL RESOURCES II

*Prerequisite: Environmental & Natural Resources I*

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management.

### FINANCIAL PLANNING I

Description: This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

### FINANCIAL PLANNING II

*Prerequisite: Financial Planning I*

Description: Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global



business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

## **FIRE FIGHTER TECHNOLOGY I**

This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education and Cause; Fire Alarms and Communications, Fire Behavior, Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams and Appliances.

## **FIRE FIGHTER TECHNOLOGY II**

*Prerequisite: Fire Fighter Technology I*

This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. This includes Ropes, Ladders, Forcible Entry, Ventilation, Water Supply, Sprinklers and Foam Fire Stream.

## **FIRE FIGHTER TECHNOLOGY III**

*Prerequisite: Fire Fighter II*

In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education/advancement and job prospects.

## **FOODS I**

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

## **FOODS II - ENTERPRISE**

*Prerequisite: Foods I OR Culinary Arts and Hospitality I*

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies.

## **GAME ART DESIGN**

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

## **HEALTH SCIENCE I**

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

## **HEALTH SCIENCE II**

*Prerequisite: Health Science I or PLTW Human Body Systems*

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills,



including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

## **HORTICULTURE I**

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

## **HORTICULTURE II - LANDSCAPING**

*Prerequisite: Horticulture I*

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

## **HOSPITALITY AND TOURISM**

*Prerequisite: Marketing OR Business Essentials OR Sports and Event Marketing I*

In this course students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **INTERIOR DESIGN FUNDAMENTALS**

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

## 9 CTE COURSE DESCRIPTIONS

### INTERIOR DESIGN STUDIO

*Prerequisite: Interior Design Fundamentals*

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

### INTERIOR DESIGN TECHNOLOGY

*Prerequisite: Interior Design Fundamentals and Interior Design Studio*

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

### INTRO TO ADOBE APPLICATIONS

This project-based course introduces the creative and technical skills in the Graphic and Design Career pathway using Adobe software. This course is designed to be a foundation that will prepare students for classes aligned to five Adobe certifications. English language arts and literacy are reinforced. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### LAW AND JUSTICE I

Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' right and officer's responsibilities to maintain a safe society. Students will examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. This course is recommended for juniors and seniors only.

### LAW AND JUSTICE II

*Prerequisite: Law and Justice I*

This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes: Foundations in Law Enforcement and Protective Services. Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Used of Force, Procedures for Relations with Others, and AHA First Aid Certification. This course is recommended for juniors and seniors only.

### MARKETING

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

### MARKETING APPLICATIONS

*Prerequisite: Marketing*

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

### MICROSOFT EXCEL

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.

### MICROSOFT WORD AND POWERPOINT

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

### PLTW HUMAN BODY SYSTEMS

*Prerequisite: PLTW Principles of Biomedical Sciences*

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students. *(Approved Honors)*

### PLTW MEDICAL INTERVENTIONS

*Prerequisite: PLTW Human Body Systems*

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students. *(Approved Honors)*

### PLTW PRINCIPLES OF BIOMEDICAL SCIENCES

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students. *(Approved Honors)*

## **PLTW CIVIL ENGINEERING AND ARCHITECTURE**

*Prerequisite: PLTW Introduction to Engineering Design OR Principles of Engineering*

Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This course is designed for 11th or 12th grade students.

## **PLTW COMPUTER INTEGRATED MANUFACTURING**

*Prerequisite: PLTW Introduction to Engineering Design OR Principles of Engineering*

How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they're learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.

## **PLTW DIGITAL ELECTRONICS**

*Prerequisite: PLTW Introduction to Engineering Design OR Principles of Engineering*

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

## **PLTW ENGINEERING DESIGN AND DEVELOPMENT**

*Prerequisite: PLTW Introduction to Engineering Design, Principles of Engineering, and one additional PLTW course*

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students.

## **PLTW INTRODUCTION TO ENGINEERING DESIGN**

Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

## **PLTW PRINCIPLES OF ENGINEERING**

Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

## **BUSINESS ESSENTIALS**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the

global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. (*Approved Honors*)

## **PUBLIC SAFETY I**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

## **PUBLIC SAFETY II**

*Prerequisite: Public Safety I*

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course.

## **PYTHON I**

*Prerequisite: AP Computer Science Principles*

In this course, students will learn the concepts of programming, application development, and writing software solutions using the Python programming language. Emphasis is placed on Python language basics, data structures, and developing sustainable code. This will include an introduction to data types, variables, input, functions, range sequences, methods, loops, and conditional statements.

## **SPORTS AND EVENT MARKETING I**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security.

## **SPORTS AND EVENT MARKETING II**

*Prerequisite: Sports and Event Marketing I*

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. (*Approved Honors*)

## **UNITY 3D PROGRAMMING**

*Prerequisite: 3D Modeling*

In this course, students will use the Unity 3D Game Engine to create fully executable games that can be shared and added to a digital portfolio. Students will apply Unity C# language to build gaming interactivity and to refine the iterative process.

# 10 EXCEPTIONAL CHILDREN

## PATHWAY / COURSE INFORMATION FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)

Graduation pathway decisions for students with IEPs should be made within the context of an IEP meeting. Teams should carefully consider the type and location of the specially designed instruction

that the student requires, as well as the student's post-secondary goals when considering options.

Table 10.1

Pathway	Future Ready Core Diploma	Occupational Course of Study Diploma	Extended Content Standards
<b>Alignment to post-secondary goal</b>	Course requirements prepare students for 4 years of College or a University, or military	Course and hour requirements prepare students for the workforce, some community college programs, Students are not eligible to attend a 4 year college without completing additional coursework following graduation	Courses and experiences are designed to support students with transition toward independent living
<b>Curriculum</b>	Content area courses follow North Carolina State Standards	Content area courses follow North Carolina State Standards	Content area courses follow the North Carolina Extended Content Standards
<b>Outcome</b>	High school diploma received upon completion of all requirements	High school diploma received upon completion of all requirements	Graduation certificate received upon completion of all requirements
	<p>*See Graduation Requirements Exhibit IKF-E for additional information on course options for students following the Future Ready Core Diploma Pathway.</p> <p><b>Learning Lab Elective</b> This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: learning strategies, and/or instructional support (Learning Lab may be repeated for credit).</p>	<p><b>English</b> English I English II English III English IV</p> <p><b>Mathematics</b> Intro to Math NC Math 1 Financial Management Employment Preparation IV: Math (to include 150 work hours)</p> <p><b>Science</b> Applied Science Biology Employment Preparation I: Science (to include 150 work hours)</p> <p><b>Social Studies</b> Founding Principles of the United States and North Carolina: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship 1A (to include 75 work hours) Employment Preparation II: Citizenship 1B (to include 75 work hours)</p> <p><b>Career Technical Education</b> 4 courses</p> <p><b>Occupational</b> Employment Preparation III: Citizenship II A (to include 75 work hours) Employment Preparation III: Citizenship II B (to include 75 work hours) Employment Preparation I: Science Lab Employment Preparation IV: Math Lab</p> <p><b>Electives/Other</b> Literacy 9 Locally Developed Math Elective (LDME) Independent Living Completion of Career Portfolio</p> <p><i>Students following the Occupational Course of Study entering 9th grade in the 2014-2015 or later school years must complete a 150 hours of School Based-Training work with activities and experiences that align with student's post school goals, and 225 hours of Community-Based Training, and 225 hours of Paid Employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours (total work hours: 600)</i></p>	<p><b>English</b> English/LA I English/LA II English/LA III English/LA IV</p> <p><b>Mathematics</b> Financial Management I Financial Management II NC Math 1 A NC Math 1 B</p> <p><b>Science</b> Life Science Biology A Biology B</p> <p><b>Social Studies</b> Economics and Personal Finance And three of the following four courses: Civics and Governance I Civics and Governance II American History I American History II</p> <p><b>Electives/Other</b> Health/PE Six elective credits, which shall be as follows: NC Vocational Preparation NC Health, Safety &amp; Independent Living Four additional courses from Occupational Preparation and/or Career Technical Education</p> <p><b>Transition Year 1</b> Self-advocacy Safety Transportation Community Living</p> <p><b>Transition Year 2</b> Communication Food &amp; Nutrition Home Care Community Living 2</p> <p><b>Transition Year 3</b> Housing Health &amp; Fitness Employment Community Living 3</p> <p><b>Transition Year 4</b> Finances Leisure Technology Community Living 4</p>

\*See Graduation Requirements Exhibit IKF-E for additional details on credit requirements for each diploma pathway



WHERE IS MY CHILD RECEIVING SPECIALLY-DESIGNED INSTRUCTION (SDI)?

Table 10.2

	Class type	Description	Location
<b>Future Ready Core Diploma Pathway</b>	Co-taught Classroom	Station: General Education class is divided into three small groups (“stations”), all students rotate through all of the groups. At one of three stations, the EC teacher provides SDI.	General Education
		Parallel: All students in the General Education class are divided into two groups; EC teacher provides SDI within context of lesson to one of the groups.	
		Alternative Teaching: EC teacher pulls a small group within the General Education class to provide SDI and then returns to whole group lesson.	
<b>Occupational Course of Study Diploma Pathway</b>	EC Resource Room	Students are removed from the General Education setting to receive specially designed instruction (SDI). EC teacher provides SDI to students in a small group setting.	Special Education
	Learning Lab	Middle and High school only. Students participate in this class in addition to their content area courses (often during an elective block). EC Teacher provides SDI to students in a small group setting.	
<b>Occupational Course of Study Diploma Pathway</b>	Occupational Course of Study	High school only. Students participate in this rather than participating in a General Education class. Students receive SDI in a small group setting, and the coursework is adjusted to align with postsecondary outcomes.	Special Education
<b>Extended Content Standards Pathway</b>	Extensions Program	Students follow a modified curriculum and spend the majority of their day in this setting (some students may participate in electives outside of this setting). EC teacher provides small group and individualized SDI in the separate setting.	

Table 11.1	<b>A student who is promoted from eighth grade to ninth grade automatically meets the academic requirements for the first semester.</b>
<b>9th Grade</b>	<ul style="list-style-type: none"> <li>• Must meet local promotion standards.</li> <li>• Must have earned a *2.0 GPA from previous semester (beginning second semester).</li> <li>• Must have passed a **minimum load of work during the previous semester (beginning second semester).</li> <li>• Must be currently enrolled in at least one-half of the minimum academic course load.</li> <li>• Must be in attendance at school for at least one-half of the instructional day.</li> <li>• Shall not participate if he/she becomes 19 years of age on or before August 31 of said school year.</li> </ul>
<b>10th-12th Grades</b>	<ul style="list-style-type: none"> <li>• Must meet local promotion standards.</li> <li>• Must have earned a *2.0 GPA from previous semester.</li> <li>• Must have passed a **minimum load of work during the previous semester.</li> <li>• Must be currently enrolled in at least one-half of the minimum academic course load.</li> <li>• Must be in attendance at school for at least one-half of the instructional day.</li> <li>• Shall not participate if he/she becomes 19 years of age on or before August 31 of said school year.</li> </ul>
<b>Additional Rules</b>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> </ul>
<b>Exceptional Children</b>	<ul style="list-style-type: none"> <li>• The 2.0 eligibility rule may 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.</li> </ul>

\*For athletic eligibility, GPA is calculated using the semester grade on the report card for year-long classes and the final grade on the report card for semester classes. (CMS Board Policy JJJ)

\*\*High School: For athletic eligibility, a minimum load is defined as passing a minimum of three out of four on a 4 x 4 format (or six out of eight courses in the A/B format) of block scheduling during the traditional school day. NOTE: Senior student-athletes not enrolled in a full load during a semester must meet minimum load requirements to be eligible to participate in athletics the following semester. (A student-athlete must be enrolled in and pass the minimum load requirement from fall semester to be eligible to compete in a winter and/or spring sport.)

Table 11.2

## ATHLETIC PARTICIPATION

- Students must be enrolled at the school to which they are properly assigned under CMS student assignment rules.
- Student-athletes establish a "sports school" at which they are eligible to participate in interscholastic athletics. The sports school for new students and 9th graders is the school in which the student is enrolled on the official first day of school.
- For other students, the sports school will usually be either the school attended the previous 365 days or the student's home school. There are exceptions to this general rule. Contact the Charlotte-Mecklenburg Schools Athletics Department for detailed information at (980) 343-6980.
- A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.) This rule applies to students who transfer from a magnet program to another school or magnet program, even if they are on the same campus.
- A student-athlete is prohibited from playing the same sport at two schools during the same sports season, even if the second school is the student's home school.
- No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's entry into the ninth grade or participation on a high school team, whichever occurs first. For students who skip the ninth grade and advance directly to the 10th from the eighth, the year prior to entering the 10th grade is considered the first year of entry into ninth grade for athletics. The principal shall have evidence of the date of each player's entry into ninth grade. The North Carolina cumulative record is sufficient.

## SUSPECTED VIOLATIONS

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

1. [playfair@cms.k12.nc.us](mailto:playfair@cms.k12.nc.us)
2. (980) 343-1098

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

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

## EXTENDED YEAR

A student interested in participating in athletics should speak with the school counselor AND school athletic director prior to enrolling in a credit recovery or summer school class.

Student-athletes who take classes in the summer to make up credits should be aware that they will not earn letter grades in credit recovery courses. These courses are graded "pass/fail." This means that credit recovery courses do not affect a student's GPA positively or negatively: a "P" in a credit recovery course will not help to improve a 2nd semester GPA that is below a 2.0. Credits are awarded for passing these courses. So a credit earned in a credit recovery course will count towards the NC High School Athletic Association's minimum course pass count requirement and towards local promotion credit requirements. Summer school classes taken outside CMS can help athletic GPA ("the 2.0 rule"), pass count and promotion if the class is repeated for a failed year course. The summer school class must be approved by school principal prior to enrolling.

## ADDITIONAL INFORMATION

Specific questions or clarifications of athletic information and/or eligibility should be addressed to the athletic director at the school where your child is enrolled/participates. For additional information, go to [www.cmsathleticzone.com](http://www.cmsathleticzone.com) ; [www.nchsaa.org](http://www.nchsaa.org) ; or call the CMS athletics office at (980) 343-6980.

The English Learner (EL) program seeks to help English learners (ELs) attain English proficiency and achieve at high levels in academic content areas, such as math, science, social studies, and language arts.

See page 28 for more information about specific supports available for high school English learners in CMS.

**TOP 10 LANGUAGES SPOKEN BY STUDENTS  
(OTHER THAN ENGLISH)**

Spanish.....	33,825
Vietnamese.....	1,099
French.....	822
Arabic/Egyptian/Lebanese/Syrian.....	788
Telugu.....	783
Hindi/Indian/Urdu.....	639
Russian.....	584
Chinese.....	484
Portuguese.....	483
Chin.....	454

**ENROLLMENT STATISTICS**

*EL Enrollment as of October 1, 2020*

Language Minority Students.....	45,888
EnglishLearner(ELs)PreK-12.....	22,777
Native Languages Spoken.....	204
Countries Represented.....	184



# 12 SCHEDULE PLANNING LOG

Use this log to begin drafting a plan to achieve your career goals.

## 9<sup>TH</sup> GRADE

Semester 1 Classes	Credits	Semester 2 Classes	Credits
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
	Total Credits _____		Total Credits _____

Career Interest Activities  
(school organizations, employment, etc.)

Awards • Honors • Achievements

_____	_____	_____	_____
_____	_____	_____	_____

## 10<sup>TH</sup> GRADE

Semester 1 Classes	Credits	Semester 2 Classes	Credits
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
	Total Credits _____		Total Credits _____

Career Interest Activities  
(school organizations, employment, etc.)

Awards • Honors • Achievements

_____	_____	_____	_____
_____	_____	_____	_____

## Questions to Consider:

Do you need more education?

Will an apprenticeship or four-year college program help you achieve personal goals?



Use this log to begin drafting a plan to achieve your career goals.

11<sup>TH</sup> GRADE

Semester 1 Classes	Credits	Semester 2 Classes	Credits
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
	Total Credits _____		Total Credits _____

Career Interest Activities  
(school organizations, employment, etc.)

Awards • Honors • Achievements

\_\_\_\_\_  
\_\_\_\_\_

12<sup>TH</sup> GRADE

Semester 1 Classes	Credits	Semester 2 Classes	Credits
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
_____	/ _____	_____ ○	_____ / _____ ○
	Total Credits _____		Total Credits _____

Career Interest Activities  
(school organizations, employment, etc.)

Awards • Honors • Achievements

\_\_\_\_\_  
\_\_\_\_\_

Other Details to Address Before Graduation:

Exams required for further education or entry into a chosen career:

Cost of postsecondary education and financing options:







P.O. Box 30035  
Charlotte, NC 28230

# 2022-2023

## HIGH SCHOOL PLANNING GUIDE

We suggest students and parents or guardians keep this handbook throughout the remainder of a student's attendance in Charlotte-Mecklenburg Schools since the requirement 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.

CharMeckSchools     [cms.k12.nc.us](https://cms.k12.nc.us)