

March 2009

Middle Creek Students & Parents:

Welcome to that exciting time of year when you choose the courses you will take during the upcoming school year. The Wake County Public School System's high school program provides students many options based on their career goals, needs, and individual interests. Students may choose from a wide array of courses and programs. Choices students make in high school impact the options they have for future education and job opportunities after high school.

Students must meet all course, credit, and test requirements of at least one Course of Study to earn a high school diploma. The Courses of Study are designed to prepare students for post-secondary opportunities from entry-level career options to highly technical fields, from community colleges to colleges and universities. The Course of Study for students entering high school in 2009-2010 will be Future Ready Core. Students are encouraged to pursue the most challenging Course of Study in which they can be successful.

This planning guide is provided to assist in the planning and registration process. It is the responsibility of all students and their parent(s)/guardian(s) to make sure that students are registered for the courses they need in order to meet graduation and college/university admission requirements.

At Middle Creek High School, our goal is for every student to be successful! Being successful means having a schedule that includes courses that students want as well as courses that challenge them. Achieving this goal for all students is a difficult task that begins with accurate, thoughtful course selections by each student. The purpose of this guide is to help you with that process. Some tools included in this booklet are:

- A course selection worksheet;
- A four-year plan worksheet to ensure that you are on track for graduation;
- Course descriptions; and,
- Information on graduation requirements, courses of study, and MCHS pathways.

Please make your course selections carefully. You will not be able to alter them later! Once all course selections have been entered into the computer, each student will be given an opportunity to verify their course selections for accuracy. After that point, course selections will only be changed if the counselor deems that it is an inappropriate placement. Review your final report card and notify the school immediately if adjustments are necessary.

Counselors are available to help you make informed decisions about your courses. Counselors will be available for individual appointments with students from now until March 31. Appointments can be scheduled with Ms. Burnette in the Guidance Office. Counselors will also be available in the Commons during all lunches the week of March 9 - 13.

Sincerely,
The MCHS Student Services Department

Table of Contents

Forms

Four-Year Plan	1
High School Registration Work Plan	2

General Information

Graduation Requirements	3
North Carolina Academic Scholars Recognition	4
UNC System Admission Requirements	4
Courses of Study	5
Promotion Requirements	7
Future Ready Course Graduation Requirements	13

Pathways

Arts Education Pathways	8
CTE Pathways	9
Digital Media Academy	11

Course Lists & Course Descriptions

Course List for Rising 9 th Grade Students	15
Course Mapping for Rising 9 th Grade Students	16
Course List for Rising 10 th -12 th Grade Students	17
Arts Education Courses	21
Career-Technical Education (CTE) Courses	24
English Language Arts Courses	28
English as a Second Language Courses	31
Healthful Living Courses	32
Mathematics Courses	34
Science Courses	38
Second Languages Courses	40
Social Studies Courses	42
Special Education Courses	44

SPAN Instructions for Online Registration	47
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**Wake County Public School System
Graduation Plan**

Name _____ High School _____ ID# _____

Course of Study: Future-Ready Core ____ Career Prep ____ College Tech Prep ____ College/University Prep ____ Occupational ____

Subject Area	9 th Grade Course Name	Credit	10 th Grade Course Name	Credit	11 th Grade Course Name	Credit	12 th Grade Course name	Credit
1. English								
2. Math								
3. Science								
4. Social Studies								
5. Healthful Living or Additional Course								
6. Additional Course								
7. Additional Course								
8. Additional Course								
Credits Earned								
Other Course								
Other Course								
Summer School								
Online Courses								
Total Credits Earned								

Parent/Court Appointed Custodian: _____ / _____ Student: _____ / _____
 Signature Date Signature Date

Email Address _____

GRADUATION REQUIREMENTS *

Wake County Public School System's non-magnet high schools utilize a 4 by 4 Block Schedule, except for Enloe which has a 7 period day and Broughton which uses an A/B day. The 4x4 allows students to earn eight credits each year of high school. With thoughtful planning, students may access additional courses in the arts, second languages, Career and Technical Education, and JROTC to complete requirements for more than one Course of Study.

- Graduation from Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, and Wakefield High Schools requires completion of a minimum of:
 - 26 credits for students entering ninth grade for the first time in 2003-04.
- Students at Broughton High School must complete twenty-five hours of community service per year.
- Students at the East Wake High Schools may have additional graduation requirements.
- At Enloe, Longview, Phillips, and Wake Early College of Health and Sciences, students entering 9th grade before 2009-10 must successfully complete 20 credits in order to graduate. Students entering 9th grade in 2009-10 and beyond at Enloe, Longview, Phillips and Wake Early College must complete 21 credits in order to graduate.*
- Students who attend Southeast Raleigh High School must acquire four math credits and four science credits. Students entering 9th grade before 2009-10 must successfully complete 20 credits in order to graduate. Students entering 9th grade in 2009-10 and beyond will need 26 credits to graduate.
- For the Occupational Course of Study, 22 credits are required at all high schools.
- **The North Carolina State Board of Education approved new additional high school exit standards requiring students entering the ninth grade for the first time in 2006-2007 and beyond to pass five EOC assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and to successfully complete a graduation project. The exit standards will only apply to students following the Career Preparation, College/Technical Preparation, College/University Preparation, or Future-Ready Core courses of study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).**

Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. Students must meet the graduation course and testing requirements that were effective the year they entered ninth grade for the first time; however, the total number of credits required for graduation may increase after the ninth-grade year. For students entering ninth grade in 2007-08 and before, all credits must be earned in grades nine through twelve. Ninth grade students entering in 2008-09 may have earned high school credits in math and second languages at middle school. All other credits must be earned in grades nine through twelve.

Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance statement* on the IEP. Wake County Public School students must meet established competency criteria. All students must demonstrate proficiency of computer skills through state testing. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP. In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8th grade End-of-Grade test(s) must pass the High School Competency Test(s) or an equivalent exam. Students entering ninth grade in 2006-07 and beyond will demonstrate proficiency through passing EOC scores in English I and Algebra I.

Students who complete all graduation requirements receive a diploma at graduation. Students who satisfy all graduation requirements but fail the Competency Test (those who entered grade 9 before the 2006-07 school year) will receive a certificate of achievement and will be allowed to participate in graduation exercises. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and completes all IEP requirements.

- *Future-Ready Core graduation requirements for students entering 9th grade in 2009-10 are on pages 15 and 16.
- * <http://www.ncpublicschools.org/gradrequirements>

NORTH CAROLINA ACADEMIC SCHOLARS RECOGNITION

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, such as a seal attached to their diplomas.

NC ACADEMIC SCHOLARS PROGRAM (Effective for students entering ninth grade for the first time in 2003 -2004)
English: 4 credits English I, II, III, and IV
Math: 4 credits Algebra I, Geometry, Algebra II, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as a prerequisite
Science: 3 credits Biology An Earth/Environmental Science course Chemistry or Physics
Social Studies: 3 credits World History Civics and Economics U.S. History
Healthful Living: 1 credit
Languages other than English: 2 credits Level I Level II of the same language
Career and Technical Education: 1 credit
Arts Education: 1 credit (Dance, Music, Theatre Arts, or Visual Arts)
Electives: 5 credits Elective credits to include at least two second-level or advanced courses (Examples include JROTC and other courses of interest to the student.)
GPA: 3.5 Unweighted
TOTAL: 24 credits

UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission. Starting in the fall of 2009, students admitted to the UNC system will have to show a minimum of 2.0 high school grade point average and at least 700 on the SAT or 15 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college catalogs for further information.

UNC SYSTEM ADMISSION (Effective Fall 2006)
Six (6) credits in language , including <ul style="list-style-type: none"> • Four (4) credits in English emphasizing grammar, composition, and literature, and • Two (2) credits of a language other than English
Four (4) credits in mathematics* in any of the following combinations: <ul style="list-style-type: none"> • Algebra I and II, Geometry, and one credit beyond Algebra II • Algebra I and II, and two credits beyond Algebra II, or • Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III *It is recommended that prospective students take a mathematics credit in the twelfth grade.
Three (3) credits in science , including <ul style="list-style-type: none"> • At least one (1) credit in a life or biological science (for example biology), • At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and • At least one (1) laboratory course
Two credits in social studies , including, <ul style="list-style-type: none"> • One (1) credit in United States history** **An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.

By 2011, the requirements will rise to a 2.3 GPA, 750 SAT or 16 ACT. By 2013, they will be a 2.5 GPA and 800 SAT or 17 ACT.

COURSES OF STUDY
(9th graders entering before 2009-2010)

The following charts provide specific information to guide in selecting a Course of Study and in choosing the appropriate courses. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma.

CAREER PREP Course of Study Requirements		COLLEGE TECH PREP Course of Study Requirements	
Meets minimum graduation requirements and is designed to prepare students for entry-level career choices and admission to a community college		Meets higher academic standards and prepares students for admission in highly technical fields of study at a community college	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English English I, II, III, & IV	4
Mathematics Three courses to include Algebra I	3	Mathematics Algebra I, Geometry, and Algebra II OR Algebra I and Technical Math I and II OR	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Biology Earth/Environmental Science A Physical Science related to career pathway	3
Social Studies World History Civics & Economics U. S. History	3	Social Studies World History Civics & Economics U. S. History	3
Second Language Not required		Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1
Arts Education Select courses appropriate for an arts education pathway to include a designated capstone (advanced) course. (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended for students not selecting an arts education pathway. OR Career-Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course. OR JROTC Select courses appropriate for a JROTC pathway to include a designated capstone (advanced) course.	4	Career and Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course.	4
		Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.	
Electives	8	Electives	8
Total*	26	Total*	26

COLLEGE/UNIVERSITY PREP Course of Study Requirements		OCCUPATIONAL Course of Study Requirements	
Meets the highest level of academic standards and fulfills the minimum course requirements for admission to UNC Institutions		This Course of Study is appropriate for certain students who receive Special Education services. It prepares students to enter competitive employment.	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English Occupational English I, II, III, & IV	4
Mathematics Algebra I, Geometry, Algebra II, and a higher level course for which Algebra II is a prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	4	Mathematics Occupational Mathematics I, II, & III	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Occupational Life Skills Science I & II	2
Social Studies World History Civics & Economics U. S. History	3	Social Studies Occupational Social Studies I & II	2
Second Language Two credits in the same language	2	Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills Computer proficiency as specified in IEP	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1
Career-Technical Education Not required		Career and Technical Education Career-Technical Education electives	4
Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.		Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.	
Electives	9	Occupational Preparation Occupation Preparation I, II, III, & IV Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment	6
		Additional Requirements Elective credits, completion of IEP objectives, and a career portfolio are required.	
Total*	26	Total*	22

*Broughton, East Wake Schools, Enloe, Garner, Longview, Phillips, and Southeast Raleigh High Schools may have different and/or additional requirements. Students should check with their counselors for specific subject area and elective requirements.

PROMOTION REQUIREMENTS

High school students shall be promoted by attaining credits that are earned through successful completion of specific required courses as illustrated in the following (Note: The appropriate English credit is required for promotion each year.):

Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay Varina, Garner, Green Hope, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – beginning with the Class of 2007 (Students entering ninth grade for the first time in 2003-2004) Southeast Raleigh will follow these promotion requirements for 9th graders entering in 2009-2010.

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6
10	English II, one credit in mathematics, one in social studies, one in science, and two additional credits	12
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

Enloe, Longview, Phillips and Wake Early College of Health and Sciences

This also applies to 9th graders entering Southeast Raleigh before 2009-10.

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4
10	English II, one credit in mathematics, one in social studies, and one in science	8
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	14

9th graders entering Southeast Raleigh High School for the first time in 2009-10 will need 26 credits to graduate. They will follow the promotion requirements in the top box.

Students should check with their counselors for information on additional promotion requirements.

GRADING SYSTEM

QUALITY POINTS

LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA)*. Independent college and UNC system courses (100 and 200 level courses) will also earn one extra quality point. Official AP and IB courses and upper division courses (300 and 400 level courses) will earn two extra quality points.

*<http://sbepolicy.dpi.state.nc.us/policies/HSP-L-004.asp?pri=01&cat=L&pol=004&acr=HSP>

GRADING SCALE

A = 93 – 100 B = 85 – 92 C = 77 – 84 D = 70 – 76 F = less than 70
 I = incomplete WP = withdrawal, no penalty WF = withdrawal with an F FF = failed for violation of attendance policy

GRADING PERIODS / INTERIMS / REPORT CARDS

Report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of the first and third nine weeks. Students who are failing or whose grade has fallen a letter grade receive an interim report at the mid-point of the second and fourth grading periods.

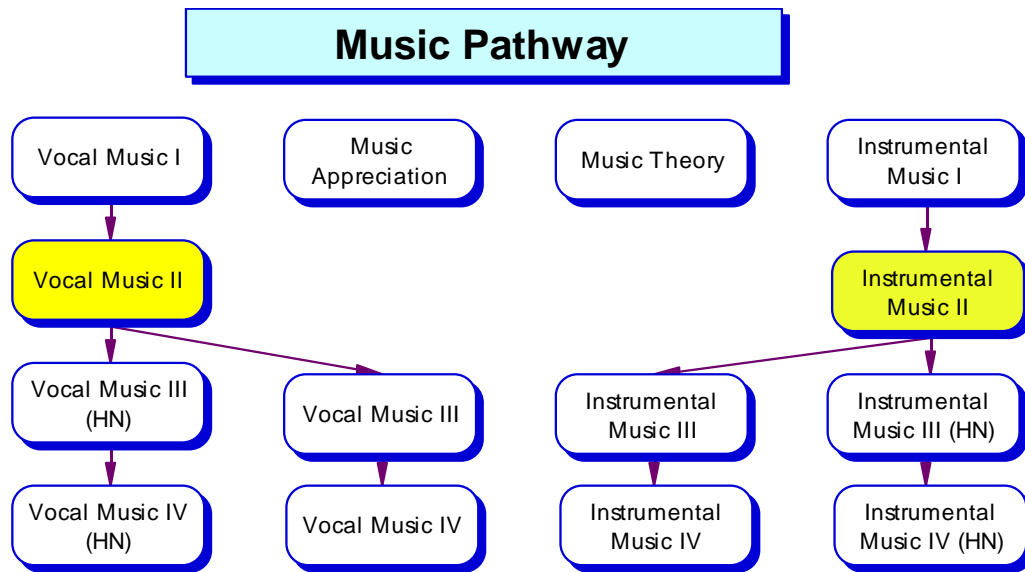
ACADEMIC HONORS

Grade point averages are calculated and rounded off to four decimal places. Class rank is calculated based on that four-decimal place grade point average. Graduating seniors who have excelled academically are recognized for their achievement.

Pathways

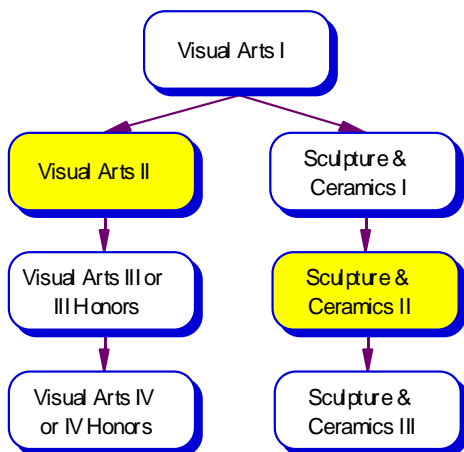
Arts Education Pathways for 9th graders entering before 2009-2010

Arts Education Pathways are clusters of courses that provide students with the knowledge needed to pursue a particular career interest area. Students must earn at least four credits in an **Arts Education Pathway** to include a capstone course to meet the pathway requirement for the Career Prep **Course of Study**. **Arts Education Pathways** provide students with a focused plan of study and provide students with an appropriate foundation for future participation and success in the arts.

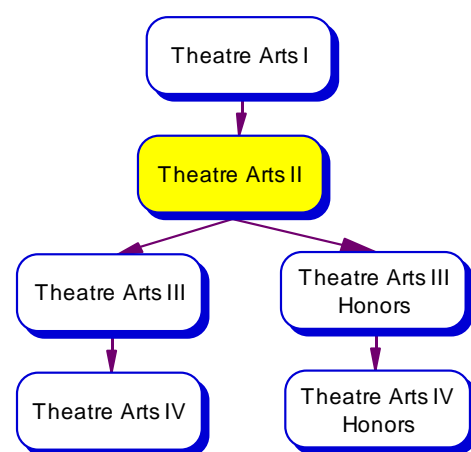


All Vocal Music & Instrumental Music courses require audition.

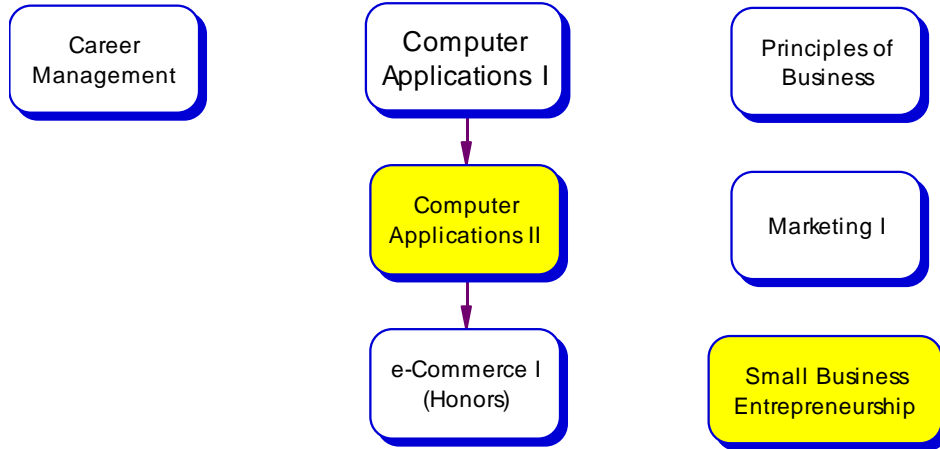
Visual Arts Pathway



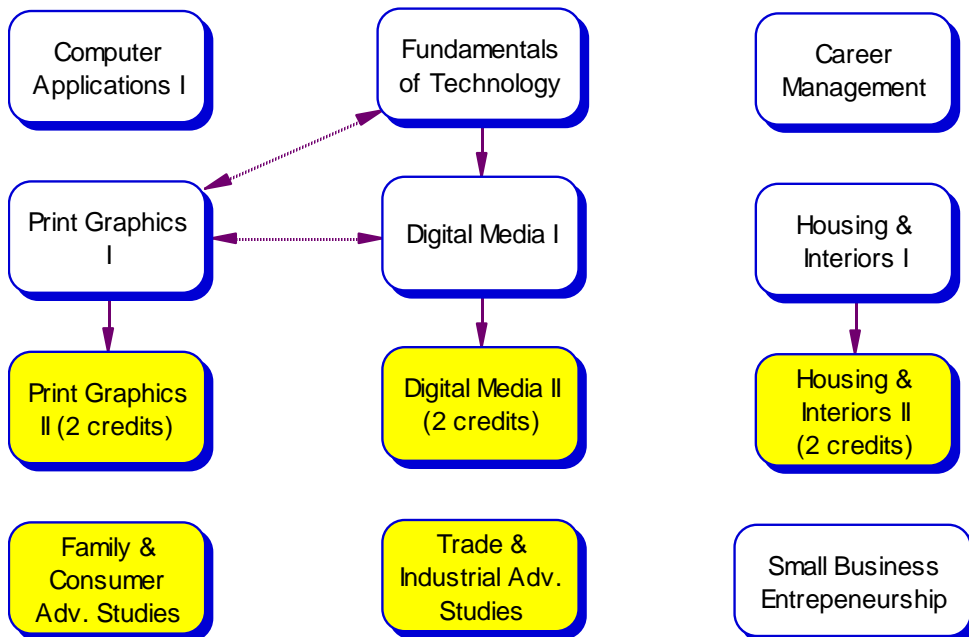
Theatre Arts Pathway



Business Technologies Pathway

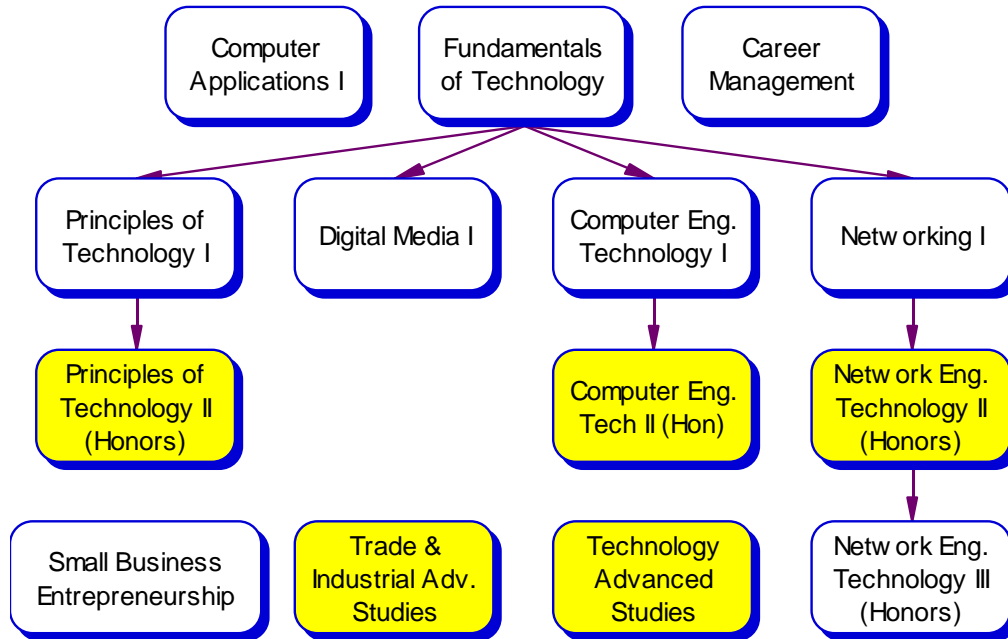


Commercial & Artistic Design Technologies Pathway

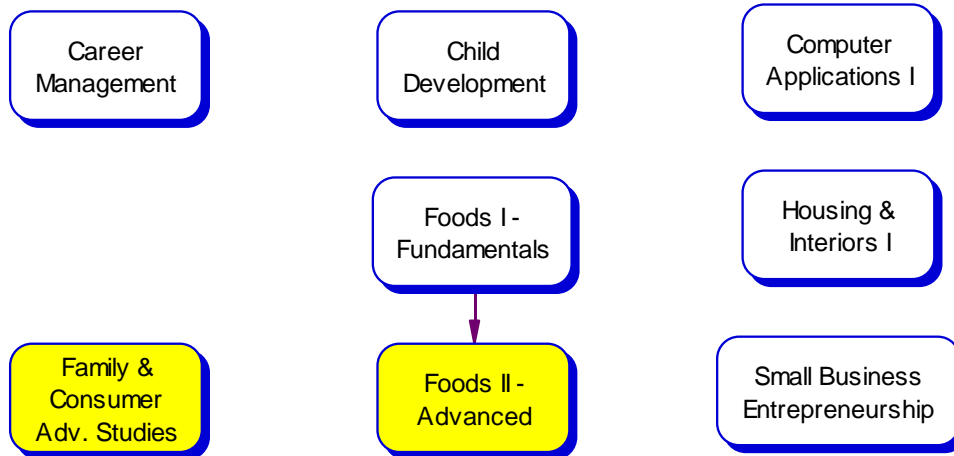


- Prerequisites are denoted by solid lines
- Recommendations are denoted by broken lines
- Family and Consumer Sciences Advanced Studies prerequisite: 3 FACS credits with one being a capstone (shaded) course.
- In the College Tech Prep and Career Prep Course of Study you must complete four courses within a pathway – one being an advanced level (shaded) course.

Engineering Technologies Pathway



Public Service Technologies Pathway



- Prerequisites are denoted by solid lines
- Recommendations are denoted by broken lines
- Family and Consumer Sciences Advanced Studies prerequisite: 3 FACS credits with one being a capstone (shaded) course
- Technology Studies prerequisite: Fundamentals of Technology. Recommended: 3 technical credits.
- In the College Tech Prep and Career Prep Course of Study you must complete four courses within a pathway – one being an advanced level (shaded) course

Middle Creek High School Digital Media Academy



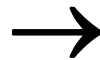
**Fundamentals
of Technology**

9th grade courses recommended for entering the Digital Media Academy beginning at the 10th grade level

Computer Applications I



Communication Systems



English II
*academic or honors

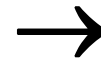
Digital Media I



Civics and Economics
*academic or honors



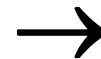
Digital Media II



English III
*academic or honors



Advanced Studies



English IV
*academic or honors

- Integrated courses offered during 10th – 12th grade.
- 12th grade course based on areas of interest (graphics, animation, audio, video, or web development)
- Work experience opportunities between 11th and 12th grade (based on satisfactory completion of course of study and availability of appropriate opportunities).
- Integration of live projects and job shadowing

Digital Media Academy

The Digital Media Academy allows students to learn in a collaborative manner while enhancing and enriching the existing curriculum through integrated projects and a rich technology environment.

The Digital Media Academy provides students access to:

- Integrated learning environments
- A wide variety of technology resources
- Business and industry expertise through
 - Presentations, demonstrations, and seminars
 - Field trips
 - Job shadowing
 - Mentoring and
 - Internships

The business involvement and work experience in digital media fields will set students apart from other job or college applicants. Students completing the program will be equipped with communication technology and digital media skills needed to succeed in college and their careers.

For course sequences please see the Digital Media Academy graphic. If you are interested in participating in the Academy please complete the following application and submit it to your guidance counselor. All students completing an application will be contacted. For further information contact Deborah Westbrook at 773-3864 or email: dwestbrook@wcpss.net

Name: _____ Telephone Number: _____
(Last) (First) (MI)

Parent Name: _____
(Last) (First) (MI)

Address: _____
(Street) (City) (Zip)

Courses taken during the 2007-2008 school year: _____

Describe any club/activity involvement: _____

How many days have you been absent this school year? _____

Why are you interested in being selected for the Digital Media Academy? _____

Signature of Applicant: _____ Date: _____

Signature of Parent: _____ Date: _____

Future-Ready Core Graduation Requirements

Effective with the class entering 9th grade for the first time in the 2009-10 school year, the following chart explains what is required for graduation and includes a comparison with previous requirements.

For Ninth Graders Entering Between 2000 – 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I***, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application-based math courses.</i>
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History (2 courses to meet UNC minimum admission requirements -US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History
Second Language	Not required	Not required*	2 Credits in the same language	Not required	Not required for graduation. 2 credits required to meet minimum admission requirements for UNC system.

CONTENT AREA continued	CAREER PREP continued	COLLEGE TECH PREP continued	COLLEGE/ UNIVERSITY continued	OCCUPATIONAL continued	FUTURE-READY CORE continued
Computer Skills	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives	8 Elective Credits	8 Elective Credits	9 Elective Credits	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English, or cross-disciplinary)
Career Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/ Technical Education electives	
JROTC	4 Credits in JROTC; OR				
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course				
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Additional Electives					5 Elective Credits from any area
Total	26 Credits	26 Credits	26 Credits	22 Credits	26 Credits

*A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

**Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

***N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Algebra I and above.

MIDDLE CREEK HIGH SCHOOL
Course Options for Rising 9th Graders – 2009-2010

Core Courses

English	
Competency Intervention Reading AND English I *	10061E & 10212ES
English I	10212E
English I (Honors)	10215C

* *Competency Intervention Reading will be required for all who have not passed the 8th Grade EOG for Reading*

Mathematics	
Foundations of Algebra AND Introductory Math *	20182A & 20202BC
Introductory Math AND Algebra I:Part 1 (elective credit)	20202B & 20212A
Introductory Math AND Algebra I	20202BA & 20232BA
Algebra I Plus (elective credit)	20232D
Algebra I	20232B
Algebra II (Honors)	20245A

* *Foundations of Algebra will be required for all who have not passed the 8th Grade EOG for Math*

Science	
Earth Science	30402G
Earth Science (Honors)	30405A
Biology (Honors)	30205A

Social Studies	
World History	40242D
World History (Honors)	40245D

Healthful Living / PE	
Healthful Living I	90112A

ESL: English as a Second Language	
ESL I (Fall)	10382KF
ESL I (Spring)	10382KS
ESL II (Fall)	10382PF
ESL II (Spring)	10382PS
ESL III (Fall)	10382QF
ESL III (Spring)	10382QS
ESL IV (Fall)	10382SF
ESL IV (Spring)	10382SS

Special Programs	
Curriculum Assistance (Fall)	00012LF
Curriculum Assistance (Spring)	00012LS
Occupation Prep I	92400A
Occupational English I	92100A
Occupational Math I	92200A
Occupational Life Skills Science I	92310B
Occupational Social Science I	92450A
Vocational Experience	95612R

Elective Courses

Fine Arts Electives	
Visual Arts I	54152A
Theatre Arts I	53152A
Vocal Music I–Mixed Chorus (Fall) AND Vocal Music I–Mixed Chorus (Spring) *	52302A2 & 52302AB
Instr. Music – Marching Band (Fall) AND Instr. Music – Band I (Spring) *	52552AM & 52552A
Instr. Music – Concert Band (Fall) AND Instr. Music – Band I (Spring) *	52552AC & 52552A
Music Appreciation	52202A

* *Vocal Music & Instrumental Music require audition AND require commitment for both fall and spring semesters.*

Career & Technical Education Electives	
Computer Applications I	64112J
Career Management	61452E
Foods I – Fundamentals	70452A
Fundamentals of Technology	81102C
Child Development	70652C
Principles of Business	62002C

English Electives	
Creative Writing I	10252D
Newspaper I	10312J
Speech I	10142A

Healthful Living / PE	
Personal Fitness I	90152T
Personal Fitness Through Dance	90132E

Second Languages	
Spanish for Native Speakers I	14012A
Spanish for Native Speakers II	14025A
French I	10412C
French II	10422B
Spanish I	10512B
Spanish II	10522C
Latin I	10802A
Latin II	10812A

Social Studies Electives	
Geography	40302A
Sociology / Psychology	40102F

MIDDLE CREEK HIGH SCHOOL
COURSE MAPPING FOR RISING 9TH GRADERS
2009-2010

MATH COURSES		
Recommendation	Description	MCHS Courses in 2009-2010
Foundations of Algebra	Students with a D or below average in Math 8	<i>Fall:</i> Foundations of Algebra * <i>Spring:</i> Introductory Math <i>*Foundations of Algebra will be required for those not passing 8th Grade Math EOG</i>
Algebra I – Basic	Math 8 students with a low C or below average on tests	<i>Fall:</i> Introductory Math <i>Spring:</i> Algebra I: Part I (elective credit)
Algebra I – Intermediate	Math 8 students with a mid-B to mid-C average on tests	<i>Fall:</i> Introductory Math <i>Spring:</i> Algebra I <i>* Teachers will coordinate this year-long experience to ensure success in Algebra I</i>
Algebra I – Advanced	Math 8 students with a high B to A average on tests	Algebra I
Algebra I Plus	Students who passed Algebra I in 8 th grade and made below a high B average on tests	Algebra I Plus
Honors Algebra II	Students who passed Algebra I in 8 th grade and made a high B average or above	Honors Algebra II

Note: Any student who has passed Algebra I in middle school will receive a high school credit for that course. Therefore, you cannot take it again for credit in high school. A student wishing to retake the course to improve skills before moving to more difficult math courses is welcome to do so. Talk with your counselor about the positives and challenges of this option.

ENGLISH COURSES		
Recommendation	Description	MCHS Courses in 2009-2010
English 9 Standard	Students with a C or below average in 8 th grade Lang. Arts & failing EOG in Reading	<i>Fall:</i> Competency Intervention Reading <i>Spring:</i> English I
English 9 Standard	Students with a C or below average in 8 th grade Language Arts	English I
English 9 Honors	Strong students with a solid A or B average in 8 th Grade Language Arts	Honors English I

Notes: Middle Creek does not offer Paideia English I. Summer reading is required for all levels of English I.

SCIENCE COURSES		
Recommendation	Description	MCHS Courses in 2009-2010
Basic	Students with a C or below in 8 th grade science and going into Algebra I Basic	Earth Science
Intermediate	Students with a B in 8 th grade science and going into Algebra I Intermediate	Honors Earth Science
Advanced	Students with an A in 8 th grade science and going into Algebra I Advanced or Plus	Honors Earth Science
Advanced	Students with an A in 8 th grade science and going into Honors Algebra II	Honors Biology

SOCIAL STUDIES COURSES		
Recommendation	Description	MCHS Courses in 2009-2010
Standard	Students with a C or below average in 8 th grade Social Studies	World History
Intermediate	Strong students with a solid A or B average in 8 th grade Social Studies	Honors World History

SECOND LANGAUGES COURSES		
Recommendation	Description	MCHS Courses in 2009-2010
Level II	Students with a solid A or B average who have completed at least two full years of second language study in middle school.	Level II
Level III	Students with a solid A or B average who completed at least two full years of second language study in middle school	Level III (Student will be asked to take a placement test prior to enrolling in this course.)

MIDDLE CREEK HIGH SCHOOL

Course Options for Rising 10-12 – 2009-2010

Core Courses

English	
Competency Intervention Reading AND English I	10061E & 10212EY
English I	10212E
English I (Honors)	10215C
Structured Writing AND English II	10252J & 10222DY
English II	10222D
English II (Communications Institute)	10222DI
English II (Honors)	10225D
English II (Honors) (Comm. Institute)	10225DI
English III	10232B
English III (Honors)	10235E
AP English III (taken alone)	10337A
English IV	10242D
English IV (Honors)	10245A
AP English IV (taken alone)	10347A
AP English IV AND AP European History	10347AH & 40237BH

Mathematics	
Foundations of Math AND Introductory Math	20182A & 20202BC
Introductory Math (Pre-Algebra)	20202B
<i>Yearlong Algebra I</i> Introductory Math (Pre-Algebra) AND Algebra I	20202BA & 20232BA
Algebra I	20232B
<i>Yearlong Algebra II</i> Technical Math I AND Algebra II	20152BY & 20242CY
Algebra II	20242C
Algebra II (Honors)	20245A
Geometry	20302B
Geometry (Honors)	20305B
Technical Math I	20152B
Technical Math II	20172A
Discrete Math	20502B
Advanced Functions & Modeling	20252A
Intro. To College Math (Honors)	20735C
Pre-Calculus (Honors)	20705C
AP Statistics	20657B
AP Calculus AB	20767B
AP Calculus BC	20777B
Mathematical Analysis (Honors)	20735F

Social Studies	
World History	40242D
World History (Honors)	40245D
Civics & Economics	40522A
Civics & Economics (Comm. Institute)	40522AI
Civics & Economics (Honors)	40525A
Civics & Economics (Honors) (Comm. In.)	40525AI
United States History	40212C
United States History (Honors)	40215C
AP US History	40217G

Science	
Earth Science	30402G
Earth Science (Honors)	30405A
Biology	30202E
Biology (Honors)	30205A
Chemistry	30502A
Chemistry (Honors)	30505D
Physical Science	30102E
Physics	30602A
Physics (Honors)	30605A
AP Environmental Science	30427D
AP Biology AND Research Methods	30217B & 30805DB
AP Chemistry AND Research Methods	30517B & 30805DC
AP Physics	30617A

Healthful Living / PE	
Healthful Living I	90112A

ESL: English as a Second Language	
ESL I (Fall)	10382KF
ESL I (Spring)	10382KS
ESL II (Fall)	10382PF
ESL II (Spring)	10382PS
ESL III (Fall)	10382QF
ESL III (Spring)	10382QS
ESL IV (Fall)	10382SF
ESL IV (Spring)	10382SS

Special Programs	
Curriculum Assistance – 9 th (Fall)	00012LF
Curriculum Assistance – 9 th (Spring)	00012LS
Curriculum Assistance	00012KF
Curriculum Assistance	00012KS
Introduction to Communication Skills	10012C
Occupational Preparation I	92400A
Occupational Preparation II	92410A
Occupational Preparation III	92420A
Occupational Preparation IV	92430A
Occupational English I	92100A
Occupational English II	92110A
Occupational English III	92120A
Occupational English IV	92130A
Occupational Math I	92200A
Occupational Math II	92210A
Occupational Math III	92220A
Occupational Life Skills Science I	92310B
Occupational Life Skills Science II	92320B
Occupational Social Studies I	92450A
Occupational Social Studies II	92460A
Vocational Experience	95612R

Elective Courses

Career & Technical Education Electives	
Career Management	61452E
Child Development	70652C
Communication Sys (Comm. Institute)	81252CI
Computer Applications I	64112J
Computer Applications II	64122A
Computer Engineering Technology I	79912A
Comp Engineering Tech. II (Honors)	79925A
Digital Media I	79352A
Digital Media I (Comm. Institute)	79352AI
Digital Media II	79362A
e-Commerce I (Honors)	64155A
Family/Consumer Sci. Adv. Studies	71992D
Foods I – Fundamentals	70452A
Foods II – Advanced	70462A
Fundamentals of Technology	81102C
Heavy Equipment- (Wake Tech)	75512A
Housing & Interiors I (10 th – 12 th grade)	70552A
Housing & Interiors II (2 credits)	70562A
Marketing I (Non-coop)	66212A
Networking I (10 th – 12 th grade)	74092P
Network Engineering Tech. II (Honors)	79815A
Principles of Business	62002C
Principles of Technology I	80112B
Principles of Technology II (Honors)	80125A
Printing Graphics I	79112A
Printing Graphics II (yr. book) (2 credits)	79122B
Small Business/Entrepreneurship	62352C
Techn. Adv. Studies (Comm. Institute)	80052BI
Trade & Industrial Adv. Studies	79992A
Internship	95622A

English Electives	
African-American Literature	10272Q
Creative Writing I	10252D
Creative Writing II	10252H
Cultural Media Literacy	10282D
Intro. To Comm. & Mass Media	10312B
Newspaper I	10312J
Newspaper II	10322C
Honors Newspaper II	10325A
Newspaper III	10292H
Honors Newspaper III	10295B
Speech I	10142A

Fine Arts Electives	
Instru. Mus.I (Band I Spr) (Audition)	52552A
Instru. Mus.II (Band II Spr) (Audition)	52562A
Instru Mus.I (March. Band I-Fall)(Aud)	52552AM
Instru Mus.II(March.Band II-Fall) (Aud)	52562AM
Instru Mus.III(March.BandIII-Fall)(Aud)	52572AM
Instr Mus.IV(March.Band IV-Fall)(Aud)	52582AM
Instru Mus.I (Concert Band I Fall)(Aud)	52552AC
Instr Mus.II (Concert Band II Fall)(Aud)	52562AC
Instr Mus.III(Concert Band III Fall)(Aud)	52572AC
Instr Mus IV(Concert Band IV Fall)(Aud)	52582AC
Instr Mus II (Symph. Band II-Spr)(Aud)	52562AS
Instr Mus III(Symph.Band III-Spr) (Aud)	52572AS
(H)Inst Mus III(Symph.Band III-Spr)(Aud)	52575AS

Instr Mus IV (Symph. Band IV-Spr)(Aud)	52582AS
(H)Inst Mus IV(Symph.Band IV-Spr)(Aud)	52585AS
(H)Inst Mus IV(Concert Band IV-Spr)(Aud)	52585AC
(H)Inst Mus IV(March Band IV-Spr)(Aud)	52585AM
Music Appreciation	52202A
Music Theory	52152A
Theatre Arts I	53152A
Theatre Arts II (Audition)	53162A
Theatre Arts III (Audition)	53172A
Honors Theatre Arts III (Audition)	53175A
Theatre Arts IV (Audition)	53182A
Honors Theatre Arts IV (Audition)	53185A
Technical Theatre I	53252A
Technical Theatre II	53262A
Visual Arts I	54152A
Visual Arts II	54162A
Visual Arts III	54172A
Honors Visual Arts III	54175A
Visual Arts IV	54182A
Honors Visual Arts IV	54185A
Sculpture/Ceramics I	54292A
Sculpture/Ceramics II	54292B
Sculpture/Ceramics III	54292C
Voc Mus I-Mixed Chorus Fall (Audition)	52302A2
Voc Mus.I-Mixed Chor. Spr (Audition)	52302AB
Voc Mus I-Chor. Ensemble Fall (Audition)	52302A3
Voc Mus I- Chor. Ensemble Spr (Audition)	52302AC
Voc Mus I-Women’s Chorale Fall (Aud)	52302A4
Voc Mus I-Women’s Chorale Spr (Aud)	52302AD
Voc Mus.II-Chor. Ensemble Fall (Aud)	52312A3
Voc Mus.II-Chor. Ensemble Spr (Aud)	52312AC
Voc Mus II-Mixed Chorus Fall (Aud)	52312A2
Voc Mus II-Mixed Chorus Spr (Aud)	52312AB
Voc Mus II-Women’s Chorale Fall (Aud)	52312A4
Voc Mus II-Women’s Chorale Spr (Aud)	52312AD
Voc Mus III-Choral Ensemble Fall (Aud)	52322A3
Voc Mus III-Choral Ensemble Spr (Aud)	52322AC
Voc Mus III-Women’s Chorale Fall (Aud)	52322A4
Voc Mus III-Women’s Chorale Spr (Aud)	52322AD
Voc Mus III Mixed Chorus Fall (Aud)	52322A2
Voc Mus III-Mixed Chorus Spr (Aud)	52322AB
Honors Voc Music III Choral Ens. Fall (Aud)	52325B3
Honors Voc Music III Choral Ens. Spr (Aud)	52325BC
Honors Voc Music III-Women’s Chorale Fall (Aud)	52325B4
Honors Voc Music III-Women’s Chorale Spr (Aud)	52325BD
Voc Mus IV-Mixed Chorus Fall (Aud)	52332A2
Voc Mus IV-Mixed Chorus Spr (Aud)	52332AB
Voc Mus IV-Choral Ensemble Fall (Aud)	52332A3
Voc Mus IV-Choral Ensemble Spr (Aud)	52332AC
Voc Mus IV-Women’s Chorale Fall (Aud)	52332A4
Voc Mus IV-Women’s Chorale Spr (Aud)	52332AD
Honors Voc. Music IV-Choral Ens. Fall (Aud)	52335A3
Honors Voc. Music IV-Choral Ens. Spr (Aud)	52335AC
Honors Voc. Mus IV-Woman’s Choral Fall (Aud)	52335A4
Honors Voc. Mus IV-Woman’s Choral Spr (Aud)	52335AD

* *Vocal Music & Instrumental Music require audition AND require commitment for both fall and spring semesters. Students may receive honors credit for no more than 2 credits in each art discipline.*

Healthful Living / PE	
Lifetime Sports I	90152K
Lifetime Sports II	901523
PEPI I (11 th & 12 th grade) Application	90152P
PEPI II (11 th & 12 th grade) Application	90152R
Personal Fitness Through Dance	90132E
Personal Fitness I	90152T
Community First Aid & Safety/Emerg. Resp	90132R
Sports Medicine I (11 th – 12 th grade)	90172G
Sports Medicine II (11 th – 12 th grade)	90172C
Sports Medicine III (11 th – 12 th grade)	90172K
Sports Medicine IV (11 th – 12 th grade)	90172L
Student Leadership	901521
Team Sports I	90152I
Team Sports II	901524
Weight Training & Conditioning I	901528
Weight Training & Conditioning II	90152B
Weight Training & Conditioning III	90152C

Second Languages	
Spanish for Native Speakers I	14012A
Spanish for Native Speakers II	14025A
French I	10412C
French II	10422B
French III (Honors)	10435A
French IV (Honors)	10445A
French V (Honors)	10455D
AP French Language	10457A
AP French Literature	10457E
Spanish I	10512B
Spanish II	10522C

Spanish III (Honors)	10535A
Spanish IV (Honors)	10545A
Spanish V (Honors)	10555B
AP Spanish Language	10557B
AP Spanish Literature	10557A
Latin I	10802A
Latin II	10812A
Latin III (Honors)	10825C
Latin IV (Honors)	10835A

Science Electives	
Anatomy & Physiology	30232A
Anatomy & Physiology (Honors)	30235B
Biological Projects	308023

Social Studies Electives	
African-American History & Culture	40092F
Geography	40302A
Law & Justice	40432G
Law & Justice (Honors)	40435A
Psychology (Honors)	40805A
Religions in World Cultures / Bible	40102M
Seminar – Leadership Literature	952025L
Sociology / Psychology (9 th & 10 th only)	40102F
AP European History (taken alone)	40237B
AP European History AND AP English IV	40237BH & 10347AH
AP US Government & Politics	40427B
AP Psychology	40807A

COURSE DESCRIPTIONS

Arts Department

Previous performance in Arts Education courses and teacher recommendation should be considered in course selection. Students may receive honors credit in no more than 2 courses in each arts discipline (visual art, dance, theatre arts, choral music, instrumental music/band, and instrumental music/strings).

VISUAL ARTS

SCULPTURE/CERAMICS I (54292A)

Recommended prerequisite(s): Arts I or teacher recommendation

Students begin to develop their knowledge and technical abilities in three-dimensional design through the medium of clay and other sculptural materials. Various types of clay construction and glazing techniques are explored. Emphasis will be placed on technique, originality, planning and organizing three-dimensional compositions.

SCULPTURE/CERAMICS II (54292B)

Recommended prerequisite(s): Sculpture/Ceramics I

Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay and other sculptural materials. All types of construction, glaze formulation, and firing techniques are explored. Form and shape are stressed using materials appropriate to sculpting.

SCULPTURE/CERAMICS III (54292C)

Recommended prerequisite(s): Sculpture/Ceramics II

This course offers a concentrated study in sculptural areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products to solve problems in terms of the chosen art media and learn concepts and skills as these relate to personal art expressions. Students will be working towards specific portfolio goals in wheel and/or hand-building with clay, other non clay sculptural media, a piece based on a sculptural artist, and a concentrated area of study where the work will focus on a specific theme of the student's choosing.

VISUAL ARTS I (54152A)

This course introduces the elements and principles of design through an exploration of a broad range of media. Activities emphasize skills and techniques in the following areas: drawing, painting, graphics, fibers, ceramics, art history, and three-dimensional design.

VISUAL ARTS II (54162A)

Recommended prerequisite(s): Visual Arts I or portfolio

This course offers an in-depth study of design through repeated use of art elements, i.e., color, line, texture, value, and shape, while expanding technical abilities. Design is taught through experiences in the following areas: drawing and painting, art history and survey, three-dimensional design using materials such as wood, clay, graphics with processes involving silk screening and/or woodcuts, and fibers (loom weaving and batik).

VISUAL ARTS III (54172A)

Recommended prerequisite(s): Visual Arts II or portfolio

This course offers a concentrated study in areas selected cooperatively between the art teacher and the student. Students are challenged by the teacher to evaluate their art products, to solve problems in the chosen art media, and to learn concepts and skills related to personal art expressions.

VISUAL ARTS III (HONORS) (54175A)

Recommended prerequisite(s): Visual Arts II or portfolio

Students who have demonstrated advanced skill levels in visual arts are eligible to take honors level Visual Arts III. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history.

VISUAL ARTS IV (54182A)

Recommended prerequisite(s): Visual Arts III or portfolio

This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media.

VISUAL ARTS IV (HONORS) (54185A)

Recommended prerequisite(s): Visual Arts III or portfolio

Students who have demonstrated advanced skill levels in previous visual arts courses are eligible to take honors level Visual Arts IV. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

THEATRE ARTS

THEATRE ARTS I (53152A)

This course trains students in basic aspects of body movement and vocal expression. Class activities include pantomime, improvisation, individual and group presentation of oral reading, and solo and ensemble acting. The course culminates in a polished presentation before an audience.

THEATRE ARTS II (53162A)

Recommended prerequisite(s): Theatre Arts I or audition

Students explore theatre as a comprehensive performing art. The technical aspects of production including scenic, lighting, sound, makeup, property, and costume design enhance the study of acting, directing, and basic theatre management. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS III (53172A)

Recommended prerequisite(s): Theatre Arts II or audition

This course provides intensive acting study for the advanced theatre student. Students refine character development, vocal expression, and improvisation skills. This course may be scheduled with Theatre Arts II. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS III (HONORS) (53175A)

Recommended prerequisite(s): Theatre Arts II or audition

Students who have demonstrated exceptional skill levels in the dramatic arts are eligible to take honors level Theatre Arts III. Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS IV (53182A)

Recommended prerequisite(s): Theatre Arts III or audition

Students who have extensive performance experience develop their skills in producing a quality, aesthetic theatrical experience. This course provides leadership opportunities for the advanced students in the theatre department and supports a variety of productions including classical and contemporary works. Participation in after-school rehearsals and performances is expected.

THEATRE ARTS IV (HONORS) (53185A)

Recommended prerequisite(s): Theatre Arts III or audition

Students who have demonstrated advanced skill levels in theatre are eligible to take honors level Theatre Arts IV. Success at the honors level requires rigorous study, excellence in performance, and extensive knowledge of all areas of theatre including production and directing, and an in-depth study of a variety of dramatic literature. Students are encouraged to explore a variety of theatrical styles and work with others to produce experimental culturally significant works of art. Participation in after-school rehearsals and performances is expected.

TECHNICAL THEATRE I (53252A)

Recommended Prerequisite: Theatre Arts I

Students explore the various aspects of design and production for theatre. Areas of study may include scenery, lighting, sound, makeup, properties, costumes, and stage management.

CHORAL MUSIC

**** IMPORTANT NOTE: Vocal Music students are divided into three choral groups based on auditions and needs of each group. Assignments to choral groups are made by the choir director. All groups require participation in after school events. Participation in these events does affect student grades. STUDENTS ARE REQUIRED TO REGISTER FOR VOCAL MUSIC BOTH IN THE FALL AND SPRING SEMESTERS. The Choir Director can be contacted at 773-3889. Information is also available at: <http://middlecreekhs.wcps.net/chorus/index>.**

VOCAL MUSIC I - MIXED CHORUS (52302A)

This introductory course is open to all students who have an interest in singing. In this class, choral literature is studied in both classical and contemporary fields. Some study is given to a review of the mechanics of music, composers, and music appreciation. Emphasis is placed on correct vocal production, proficiency in music reading, and performance skills. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC II - CHORAL ENSEMBLE (52312A)

Recommended prerequisite(s): Vocal Music I

Students continue developing vocal skills through extensive study of classical and contemporary works. Adequate proficiency in sight-reading and a basic understanding of the fundamentals of music are necessary because of the vast amount of choral literature taught and memorized during the year. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC III - CONCERT CHORUS (52322A)

Recommended prerequisite(s): Vocal Music II

Students demonstrate strong vocal production, music theory, and aesthetics. This group studies and performs advanced levels of choral literature. Emphasis is on tone quality, balance, intonation, interpretation, and ear-training. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC III - CONCERT CHORUS (HN) (52325B)

Recommended prerequisite(s): Vocal Music II

Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level concert chorus. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC IV - SPECIAL CHORAL ENSEMBLE (52332A)

Recommended prerequisite(s): Vocal Music III

Students develop vocal skills through an extensive study of three- and four-part music literature. Music literacy, vocal proficiency, and presentation skills are demonstrated at an advanced level. Participation in after-school rehearsals and performances is expected.

VOCAL MUSIC IV - SPECIAL CHORAL ENSEMBLE (HN) (52335A)

Recommended prerequisite(s): Vocal Music III

Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level special choral ensemble. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC

**** IMPORTANT NOTE:** Instrumental Music courses in the fall are divided into two sections: (1) Marching Band, and (2) Concert Band. Participation in the marching band requires attendance at a summer camp held at MCHS. Both bands require activities after school. Participation in these events does affect student grades. **STUDENTS ARE REQUIRED TO REGISTER FOR BAND BOTH IN THE FALL AND SPRING SEMESTERS.** The Band Director can be contacted at 773-3888. Information is also available at: <http://www.middlecreekband.org/>

INSTRUMENTAL MUSIC: BAND I (52552A)

Recommended prerequisite(s): Middle School band

This course continues the development of basic instrumental music skills. Students focus on the fundamentals of music, correct tone production, balance, intonation, and ensemble playing through the study of simple band literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND II (52562A)

Recommended prerequisite(s): Band I

Students continue to study the fundamentals of music while performing more advanced literature. Aesthetic awareness and technical ability is developed through a variety of performance opportunities. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND III (52572A)

Recommended prerequisite(s): Band II

Students develop their ability to play with increased technical accuracy and expression. Students play more advanced literature representing diverse genres, styles, and cultures. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND III (HONORS)

(52575A) Recommended prerequisite(s): Band II

Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level Band III. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND IV (52582A)

Recommended prerequisite(s): Band III

Students demonstrate a high level of technical proficiency through a variety of advanced instrumental literature. An understanding of the broad aspects of music (theory, history, tone production, interpretation), are necessary for success in this advanced level course. Participation in after-school rehearsals and performances is expected.

INSTRUMENTAL MUSIC: BAND IV (HONORS)

(52585A) Recommended prerequisite(s): Band III (Honors)

Students who have demonstrated advanced skill level and serious commitment are eligible to take honors level Band IV. Success at the honors level requires rigorous study, excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of advanced music literature. Participation in after-school rehearsals and performances is expected.

MUSIC ELECTIVES

MUSIC THEORY (52152A)

Recommended prerequisite(s): Vocal Music I, Instrumental Music I, or permission of instructor

This course is a study of notation, musical form and analysis, sight-reading, and some form of composition/arranging skills.

MUSIC APPRECIATION (52202A)

This course focuses on music's relationship to other arts disciplines, humanities, and world cultures.

Career & Technical Education

Previous performance in Career-Technical Education (CTE) courses and teacher recommendation should be considered in course selection. CTE courses are enhanced by an array of work-based learning strategies. These include content related projects, job shadowing, supervised work experiences, internships, apprenticeships, cooperative education, and field trips. These are particularly applicable to advanced level courses.

CTE courses can count toward multiple pathways. The following list provides an alphabetical list of courses, their pathways (marked “X”), and if they are a completer course (marked “C*”). The chart is followed by an alphabetical list of all courses with descriptions.

Course Name	Course No.	Pathways			
		Business Technology	Commercial & Artistic Design	Engineering Technology	Public Service Tech
Career Management	61452E	X	X	X	X
Child Development	70652C				X
Communication Systems	81252C			C*	
Computer Applications I	64112J	X	X	X	X
Computer Applications II	64122A	C*			
Computer Engineering Technology I	79912A			X	
Computer Engineering Technology II (Honors)	79925A			C*	
Digital Media I	79352A		X	X	
Digital Media II (2 credits)	74092N		C*		
e-Commerce I (Honors)	64155A	X			
Family & Consumer Science Advanced Studies	71992D		C*		C*
Foods I – Fundamentals	70452A				X
Foods II – Advanced	70462A				C*
Fundamentals of Technology	81102C		X	X	
Housing & Interiors I	70552A		X		X
Housing & Interiors II (2 credits)	70562A		C*		
Marketing (Non-cooperative)	66212A	X			
Networking I	63412B/79802E			X	
Network Engineering Technology II (Honors)	79815A			C*	
Principles of Business & Personal Finance	62002C	X			
Principles of Technology I	80112B			X	
Principles of Technology II (Honors)	80125A			C*	
Printing Graphics I	79112A		X		
Printing Graphics II (2 credits)	79122B		X		
Small Business / Entrepreneurship	62352C	C*	X	X	X
Technology Advanced Studies	80052B			C*	
Trade & Industrial Advanced Studies	79992A		C*	C*	

CAREER MANAGEMENT (61452E)

This course develops knowledge, skills, and understanding related to finding, keeping, advancing and changing employment. Students are provided appraisal opportunities and experiences that facilitate their abilities and interests to enable them to make wise career decisions. Places of potential employment are identified and techniques are practiced in searching for employment and succeeding on the job. Students study benefits, deductions, guidelines, laws, and policies they encounter in beginning a new job. They also learn skills that enhance success and possible advancement on the job.

CHILD DEVELOPMENT (70652C)

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on care providers’ responsibilities for and influences on children. It reinforces skills in communication, resource management, and problem solving. The ways infants, toddlers, and preschoolers develop emotionally, socially, physically, and intellectually are explored. Course content includes the care and guidance of children as well as ways to encourage their growth and development. Students investigate community services available to families with children and educational experiences for young children.

COMMUNICATION SYSTEMS (81252C)

Prerequisite(s): Fundamentals of Technology, Application to Communications Institute Required

Students develop detailed and integrated communications projects using electronics concepts, theory, and equipment. Practices on research, testing, and project development are studied as students use a variety of communications devices. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

COMPUTER APPLICATIONS I (64112J)

Prerequisite(s): Keyboarding skills (35 words per minute with errors corrected) or passed NC Computer Skills Test

This fast-paced course introduces skills/knowledge in the areas of alternate input devices, portable storage media, and voice recognition software. Students learn about some hazards of using computers on line, and they learn ways to protect computer equipment and files. They practice skills in Internet searching, word processing, database management, spreadsheets, desktop publishing, a presentation applications. The lessons include skill development in the integration of software applications. Students do assignments/projects that require correct communication skills and critical thinking.

COMPUTER APPLICATIONS II (64122A)

Prerequisite(s): Computer Applications I

This course is designed to help students master advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area. Communication skills and critical thinking are reinforced through software applications. This course is included as a capstone (*) course in the Business Technologies Pathway only.

COMPUTER ENGINEERING TECHNOLOGY I (79912A)

Computer Engineering Technology I (CET I) introduces basic skills and safety procedures required to become an A+ Certified computer technician. Emphasis is on skills needed to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems. This course focuses on the CompTIA A+ Core Hardware exam objectives.

COMPUTER ENGINEERING TECHNOLOGY II (HONORS) (79925A)

Prerequisite(s): Computer Engineering Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement. Computer Engineering Technology II (CET II) offers advanced hands-on training and theory to enhance skills introduced in CET I. New topics include printers, portable systems, networks, Internet, and customer interaction. Course content follows industry guidelines for A+ Certification. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

DIGITAL MEDIA I (79352A)

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

DIGITAL MEDIA II (74092N)

Prerequisite(s): Digital Media I

This course is a 2-credit course and runs year-long. This course provides students more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media and commercial and emerging, web-based interactive media. Project planning, design, and development prepare students for entry into various IT and communication industries. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

e-COMMERCE I (HONORS) (64155A)

Prerequisite(s): Computer Applications II

This course is designed for students who have demonstrated an advanced level of interest and achievement in Business and Information Technology Education. The curriculum is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students plan, design, create, publish, maintain, and promote an electronic business web site. Communication and critical thinking are reinforced through software applications. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is only available as a online course and is taught at the honors level.

FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES (71992D)

Prerequisites: Three technical credits in FACS with one being a capstone () course; Recommended for grade 12; Students interested must talk with the cooperating teacher prior to registering.*

This culminating course is career-focused in Family and Consumer Sciences. Three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. This course is included as a capstone (*) course in the Biological and Chemical Technologies, Commercial and Artistic Production Technologies, and Public Service Technologies Pathways only.

FOODS I – FUNDAMENTALS (70452A)

This course examines nutritional needs of the individual. It focuses on the relationship of diet to health, healthy food choices, and preparation of foods to meet these needs. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation.

FOODS II – ADVANCED (70462A)

Prerequisite(s): Foods I – Fundamentals; Recommended for grades 10-12

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students opting to take the exam for the ServSafe credential from the National Restaurant Association. Students apply instructional strategies and workplace readiness skills to a real or simulated business food enterprise. This course is included as a capstone (*) course in the Public Service Technologies Pathway only.

FUNDAMENTALS OF TECHNOLOGY (81102C)

This course provides hands-on experiences in principles and processes of technology and develops a foundation for students interested in any technical field of study. Major emphases are problem solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts.

HOUSING AND INTERIORS I (70552A)

Students focus on the elements and principles of design to plan and decorate the interior of a home. Students examine the principles of selecting home furnishings and equipment. Housing decisions by individuals and families are explored as they affect needs, environment, technological developments, and governmental influences. Students create living environments using the concepts of interior design. Homes are evaluated for interior and exterior design, construction quality, energy efficiency, and security and safety. The course helps students interpret legal and financial aspects of acquiring housing and explore career skills and job opportunities in housing and interior design.

HOUSING AND INTERIORS II (70562A)

Prerequisite(s): Housing and Interiors I

This course is a 2-credit course and runs year-long. This course prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

MARKETING I (66212A)

Recommended for grades 10 - 12

Students acquire skills and attitudes that prepare them to enter the field of marketing, either immediately upon graduation from high school or upon completion of a program of study beyond the high school level. Instructional areas include the functions of marketing, sales promotion, buying operations, management, product and service technology, and the social skills related to success in marketing. Skills in communications and mathematics are reinforced.

NETWORKING I (63412B/79802E)

Recommended for grade 10-12

This course provides a broad-based foundation in engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course.

NETWORK ENGINEERING TECHNOLOGY II (HONORS) (79815A)

Prerequisite(s): Networking I

This course begins with certification preparation for the Certified Cisco Entry Network Technician (CCENT) exam. The materials needed to successfully pass this certification were covered in Network Engineering Technology I (7409). The bulk of this course will cover CISCO CCNA Exploration 2 curriculum. CCNA Exploration offers in-depth theory, challenging labs, and a detailed overview of protocol operations. It is designed for students with advanced problem-solving and analytical skills, such as degree candidates in engineering, math, or science, or for working professionals who would like to advance their careers or gain certification. Work-based strategies appropriate for this course are job-shadowing, internships, cooperative education, and apprenticeship. Hands-on experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

PRINCIPLES OF BUSINESS AND PERSONAL FINANCE (62002C)

Recommended for grades 9 - 10

This course is an introductory course covering principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematics concepts are reinforced.

PRINCIPLES OF TECHNOLOGY I (80112B)

Recommended prerequisite(s): Algebra I and Fundamentals of Technology

A physical science or an elective credit, PT-I leads students through concepts and principles such as force, work, rate, resistance, energy, and power as they each relate to four energy systems: mechanical, fluid, electrical, and thermal. Based on an appealing curriculum of experiments, videotapes, text, teacher demonstrations, and hands-on experiments, this applied physics course focuses on the fundamental interrelationships of systems at work in our modern-day technologies. This course is designed for future technicians, consumers, and scientists alike.

PRINCIPLES OF TECHNOLOGY II (HONORS) (80125A)

Prerequisite(s): Principles of Technology I

This course is designed for students who have demonstrated an advanced level of interest and achievement in Technology Education. Successful completion of this course gives a credit in physics, physical science, or an elective. PT-II continues the lab-based focus of PT-I and adds the study of force transformers, momentum, wave and vibration, radiation, optical systems, and time constants. Emphasizing principles rather than specific skills, the course provides an understanding of the associated math and a foundation for pursuing one of numerous technical careers. The course provides the opportunity for advanced work, rigorous academic study, practical application, and transfer of knowledge and skills. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

NOTE: Principles of Technology I or Principles of Technology II can count as the undesignated third science credit required for graduation under these conditions: (1) PT-I can count as a science elective, a physical science credit, or as Physical Science. Physical Science would be subject to the End-of-Course test; (2) PT-II can count as a science elective, a physical science credit, or as Physics. Physics would be subject to the End-of-Course test. Successful completion of Principles of Technology I and II satisfies the physical science requirement for admission into the UNC system.

PRINTING GRAPHICS I (79112A)

This is an introduction to the nature of and the employment opportunities in the field of graphics with specific instruction in copy layout. Topics include desktop publishing, composition, photography, plate making, bindery, job planning, and reproduction. Hands-on work experiences provide opportunities to enhance classroom instruction and career development.

PRINTING GRAPHICS II (79122B)

Prerequisite(s): Printing Graphics I

Recommended Prerequisite(s): Geometry I and Art I

This course is a 2-credit course and runs year-long. Advanced instruction is given in computer graphics communications with emphasis on hands-on skill development through an entire project from job planning and presentation to printing, bindery, and distribution. Hands-on work experiences provide opportunities to enhance classroom instruction and career development. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies Pathway only.

SMALL BUSINESS/ENTREPRENEURSHIP (62352C)

Prerequisite(s): Two technical credits in same CTE program area Recommended for grades 11-12

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, math, research, and problem solving are reinforced as each student prepares his/her own business plan. This course is included as a capstone (*) course in the Business Technologies Pathway only.

TECHNOLOGY ADVANCED STUDIES (80052B)

Prerequisite(s): Fundamentals of Technology and two other technical credits in Technology Education with one being a capstone () course; Students interested must talk with the cooperating teacher prior to registering.*

This course provides students the opportunity to use the knowledge, skills, and insights gained from previous Career – Technical Education and academic courses. Students work on an individual or small group project under the guidance of a technology teacher with input and involvement from other Career – Technical Education and/or academic teachers. Topics may be technological, mathematical, or scientific in nature or deal with social sciences or fine arts. Students investigate technological concepts and apply the tools of technology to better understand other fields of study. The teacher must approve the topic of study. This course is included as a capstone (*) course in the Engineering Technologies Pathway only.

TRADE AND INDUSTRIAL ADVANCED STUDIES (79992A)

Prerequisite(s): Three technical credits in Trade & Industrial Education with one being a capstone () course; Students interested must talk with the cooperating teacher prior to registering.*

This culminating, career-focused course includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. This course is included as a capstone (*) course in the Commercial and Artistic Production Technologies, Construction Technologies, Engineering Technologies, Industrial Technologies, and Transport Systems Technologies pathways only.

CAREER AND TECHNICAL EDUCATION SERVICES FOR SPECIAL POPULATION STUDENTS

Identified special population students who are enrolled in a Career and Technical Education course are eligible to receive individualized assistance in these courses. Students may be referred by their Career and Technical Education teacher.

WORK-BASED LEARNING

Work-based learning experiences combine structured instruction and career mentoring. Students who participate in work-based learning are better prepared to be career focused and globally competitive. The range of work-based learning experiences and real work experiences available can be illustrated as a spectrum from limited career exploration to in-depth work assignments. These experiences include:

Job Shadowing ♦ Community Service Learning ♦ Internships ♦ Cooperative Education ♦ Apprenticeships

Work-based learning experiences provide an integration of core and technical instruction, which enhances the overall curriculum, increases learning, promotes instructional vigor, and meets the educational needs of all students.

INTERNSHIP PROGRAM

The intent of the Internship Program is to add vitality to the instructional program by connecting classroom learning with career application. A student must complete 90 hours (1/2 credit) or 180 hours (1 credit) of a work-based experience. Following are the available program area internships:

CAREER DEVELOPMENT INTERNSHIP	61982A	1 credit
OTHER PROGRAM AREA INTERNSHIPS	95622A	1 credit

Seniors who are interested in an internship should see Dr. Wimmer in room S5 or by emailing bwimmer@wcpss.net. Students are eligible to do an internship once in their high school career. Internships are intended to be off-campus.

English Department

GRADE 9

ENGLISH I (10212E)

This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on comprehension and expressive writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills. The final exam is the North Carolina English I End-of-Course Test.

COMPETENCY INTERVENTION – READING (10061E)

This course is designed for students entering high school with an intervention plan based on their Level I or Level II score on the eighth grade End-of-Grade Reading Test (Competency). This course coaches students in reading skills, thinking skills, and test-taking skills with the goals of becoming proficient on the competency test and better readers in English I and English II.

ENGLISH I (HONORS) (10215C)

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. The final exam is the North Carolina English I End-of-Course Test.

GRADE 10

ENGLISH II (10222D)

This academic world literature course is designed for the student who aspires to post-secondary college or vocational experience. This class focuses on comprehension and informational writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

STRUCTURED WRITING (10252J)

Required for Students Not Passing the English I EOC on the First Try

This course is designed for students who need additional instruction in the writing process. Students work with focusing on the main idea, organization, support and elaboration, style, and grammar/conventions. Students who need specific writing instruction and conferencing before the Tenth Grade Writing Assessment, as well as students who experience difficulty in writing during English I, or II should take this course.

ENGLISH II (HONORS) (10225D)

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected **world** literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

GRADE 11

ENGLISH III (10232B)

This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading comprehension and critical writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH III (HONORS) (10235E)

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

AP ENGLISH III – LANGUAGE & COMPOSITION (10337A)

This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because it meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

GRADE 12

ENGLISH IV (10242D)

This academic British literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading comprehension and argumentative writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

ENGLISH IV (HONORS) (10245A)

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed.

AP ENGLISH IV – LITERATURE (10347A)

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because it meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

**** Note: AP English IV is offered in two formats – (1) a semester-long course, or (2) a year-long AP Humanities course with AP English IV paired with AP European History. In SPAN, you will see the semester-long course with the course number 10347A. The year-long course paired with AP European History has the course number 10347AH. You must also register for AP European History (40237BH).**

ELECTIVE COURSES ENGLISH

AFRICAN-AMERICAN LITERATURE (10272Q)

This course explores African-American writing and its relationship to American history and culture. Students study critical theories of African-American literature and the contexts of cultural criticism through selected works by African-American writers.

CREATIVE WRITING I (10252D)

The course is designed for the student interested in writing original poetry, plays, essays, and short stories. Students consider the elements of creativity - inspiration, form, content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include entertainment of a poet-in-residence publication of a literary magazine.

CREATIVE WRITING II (10252H)

Recommended prerequisite(s): Creative Writing I

In this course, students research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication.

CULTURAL MEDIA LITERACY (10282D)

This course is designed for the student to study forms of media that entertain, inform, and shape our society including television, movies, video games, music, advertisements, news media, the Internet, and literature. Students will study media from a historical perspective and analyze media so that they will be informed consumers and citizens able to make decisions in our democratic society. Through individual and group projects, students will examine the relationship between culture and media.

INTRODUCTION TO COMMUNICATIONS AND MASS MEDIA (10312B)

*** This course is intended for students who have completed Newspaper I, II and III.*

This course is designed for students interested in pursuing additional coursework in journalism, media, and communications. Students examine the basics of writing, design, and production as well as current industry issues.

NEWSPAPER I (10312J)

Recommended prerequisite(s): Application and teacher recommendation

This introductory newspaper course is designed for students interested in the construction and publication of regular editions of the school newspaper. Focus areas are learning the skills of newspaper writing and the responsibilities of newspaper business management.

NEWSPAPER II (10322C)

Recommended prerequisite(s): Newspaper I, application, and teacher recommendation

This second-level newspaper course is designed to help students refine their skills in interviewing and reporting. Students design and publish regular editions of the school newspaper. They also deepen their understanding of the business management aspect of the newspaper.

NEWSPAPER II (HONORS) (10325A)

Recommended prerequisite(s): Newspaper I, application, and teacher recommendation

This honors level course allows junior- and senior-level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit are required to fill an editor's position or take a leadership role on the publication staff. They participate in the construction and publication of the school newspaper and master additional editorial and technological skills. Editorial skills include planning an entire issue, copy editing, and completing portfolios of their work. The technological skills include mastering advanced layout and design of desktop publishing and mastering digital imagery and photo placement. Students may receive honors credit in Newspaper II Honors one time only.

NEWSPAPER III (10292H)

Recommended prerequisite(s): Newspaper I and II and teacher recommendation

Students who have completed Newspaper I and II and who desire to refine skills in writing, editing, imaging, finance, and printing may elect this course. In addition to development of higher level writing skills and business management procedures, students enhance their knowledge of the laws and ethics of journalism.

NEWSPAPER III (HONORS) (10295B)

Recommended prerequisite(s): Newspaper I, Newspaper II (Honors), and teacher recommendation

This honors level course provides advanced journalism students the opportunity to expand their portfolios (begun in Newspaper II Honors) and to develop and deliver training modules for all staff positions. Students electing this course are required to fill an editor's position or take a leadership role on the publication staff. In addition, they refine writing, editing, imaging, finance, and printing skills. Students may receive honors credit in Newspaper III Honors one time only.

SPEECH I (10142A)

Speech is the coordination of mind, body, and voice to communicate ideas. In this course students prepare speeches, deliver them to the class audience, observe and comment on TV and radio personalities, and participate in class discussions. The course enables students to develop poise and effective techniques for various speaking situations.

English as a Second Language (ESL)

Previous performance in English as a Second Language courses and teacher recommendation should be considered in course selection. Questions concerning ESL should be directed to the ESL office at 919-850-8966. **Note that all ESL students will take their ESL course both Fall and Spring.**

ESL I: ENGLISH AS A SECOND LANGUAGE (10382K)

This course provides the basic vocabulary and concepts needed during the early adjustment to the American educational process. Conversational skills and basic grammar are emphasized, with increasing attention to reading and writing. Social survival situations are simulated and practiced. Reading and composition skills needed for content area studies are taught.

ESL II: ENGLISH AS A SECOND LANGUAGE (10382P)

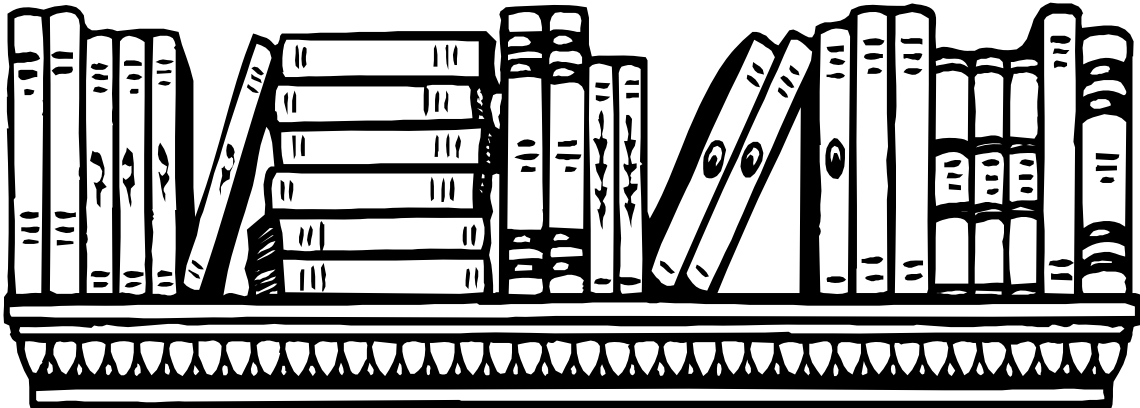
This course extends all skills introduced in Level I. It provides improvement and extension of essential auditory discrimination skills, while refining the skills of recognition and production of certain vowel and consonant sounds. A basic competency component prepares the student with vocabulary and content knowledge needed to pass the North Carolina Minimum Competency Test required for all high school graduates.

ESL III: ENGLISH AS A SECOND LANGUAGE (10382Q)

This course reviews the grammatical structures and vocabulary taught in Levels 1 and 2. It will focus on more advanced elements such as word forms, present/past perfect tenses, conditionals, passive/active voice, idioms, and article usage. Increased attention is given to improvement of reading and writing skills, as well as refinement of pronunciation and enhanced oral proficiency.

ESL IV: ENGLISH AS A SECOND LANGUAGE (10382S)

This course places a greater emphasis on vocabulary extension, reading comprehension, and idiomatic expressions. The course may also focus on preparing the Advanced ESL student for college admittance including more rigorous vocabulary, formal writing development skills. SAT test taking skills necessary for achieving optimal results on the SAT verbal examination will also be taught.



Health & PE Courses

The completion of Healthful Living I is a North Carolina high school graduation requirement. This course consists of the required ninth grade healthful living goals and objectives as found in the North Carolina Healthful Living Education Standard Course of Study. After completing Healthful Living I, students are encouraged to pursue other Healthful Living electives.

REQUIRED COURSE

HEALTHFUL LIVING I (90112A)

Physical education components include personal fitness (cardiovascular and muscular strength/endurance), nutrition and weight management, lifetime sports activities (e.g., golf, tennis, aerobic dance) and team sports (e.g., soccer, basketball, and team handball). Health components include the study of assessing one's own health, stress reduction, decision-making, substance abuse, conflict resolution, abstinence until marriage, STDs/AIDS, and developing healthy relationships. Completion of this course is required to meet the North Carolina High School graduation requirements. The nature of health education often includes the discussion of sensitive topics. In these situations teachers are trained for appropriate and accurate content as well as proper teaching methods. Parents may request that their child be excluded from certain health topics due to religious/personal beliefs by contacting the school principal. These students are given an alternative health assignment.

PHYSICAL ACTIVITY-BASED ELECTIVE COURSES

****Note: Students will only be permitted to sign up for one physical activity class per semester.**

LIFETIME SPORTS I (90152K)

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as golf, tennis, badminton, table tennis, bowling, archery, racquetball, and pickle ball. Activities are equally divided within the total weeks of the semester. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and safety. *Note that this class includes going to the bowling alley. Students will be required to pay a bowling fee each time they go. Because the class requires travel off campus on a regular basis, students must be in good standing with the school to enroll.*

LIFETIME SPORTS II (901523)

Recommended prerequisite(s): Lifetime Sports

Recommended prerequisite(s): Lifetime Sports I and teacher recommendation

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports. Activities are equally divided within the total weeks of the semester.

PERSONAL FITNESS THROUGH DANCE (90132E)

Recommended prerequisite(s): Healthful Living I

This course focuses on teaching students dance as a method to achieve cardiovascular enhancing effects. It provides instruction in a variety of dances, including line dancing, country line dancing, square dancing, folk dancing, clogging, club dancing, and contemporary dancing.

PERSONAL FITNESS I (90152T)

Recommended prerequisite(s): Healthful Living I

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

TEAM SPORTS I (90152I)

Recommended prerequisite(s): Healthful Living I

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, McWhippet, volleyball, and softball. Activities are equally divided within the total weeks

of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

TEAM SPORTS II (901524)

Recommended prerequisite(s): Team Sports I and teacher recommendation

This course is designed to include the development of a greater in depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.

WEIGHT TRAINING AND CONDITIONING I (901528)

Recommended prerequisite(s): Healthful Living I

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING II (90152B)

Recommended prerequisite(s): Weight Training and Conditioning I and teacher recommendation

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are a part of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

WEIGHT TRAINING AND CONDITIONING III (90152C)

Recommended prerequisite(s): Weight Training and Conditioning I & II, and teacher recommendation

This course is for students interested in trying some advanced lifting and exercise techniques which may include: Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.

HEALTH & SCIENCE-BASED ELECTIVE COURSES

COMMUNITY FIRST AID & SAFETY/EMERGENCY RESPONSE (90132R)

Recommended prerequisite(s): Healthful Living I

This course offers an in-depth focus on first aid, safety, and emergency response. Students will be certified in Community First Aid and Safety (Adult/Child/Infant CPR and basic first aid are the main components) or Emergency Response (CPR for the professional rescuer, emergency response, and an Automatic External Defibrillator (AED) section are the main components.) This course would be beneficial to students interested in "First Responder" and safety careers. This is a good foundation course for students wishing to enroll in Sports Medicine I.

SPORTS MEDICINE I (90172G)

Recommended prerequisite(s): Healthful Living I, Community First Aid & Safety/Emergency Response, and sponsoring teacher recommendation, Recommended for grades 11 and 12.

This course is designed for students interested in the career of athletic training. The primary focus includes, but is not limited to, the following topics: The Athletic Training/Sports Medicine (ATSM) Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sport injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/blood borne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE II (90172C)

Recommended prerequisite(s): Sports Medicine I and sponsoring teacher recommendation; Recommended for grades 11 and 12.

This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes but is not limited to the following topics:

SPORTS MEDICINE II (continued)

human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE III (90172K)

Recommended prerequisite(s): Sports Medicine II and sponsoring teacher recommendation; Recommended for grades 11 and 12.

This course is designed to give a sports medicine student assistant a detailed examination of the field of athletic training through the integration of information presented in Sports Medicine I and II along with seminar exposures with orthopedic surgeons, physical therapists, and the like. The primary focus includes but is not limited to the following topics: an in-depth look at mechanisms and characteristics of sports trauma, a detailed analysis of tissue's response to injury, refining the injury assessment/evaluation procedure, human anatomy, exercise physiology, biomechanics, kinesiology, using therapeutic modalities in athletic training, designing rehabilitation protocols for athletic injuries, injury recording, advanced taping techniques, and athletic medical information maintenance. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

SPORTS MEDICINE IV (90172L)

Recommended prerequisite(s): Sports Medicine III and sponsoring teacher recommendation; Recommended for grades 11 and 12

This course is designed to give a sports medicine student assistant a detailed examination of the field of athletic training through the integration of information presented in Sports Medicine I, II, and III along with seminar exposures with orthopedic surgeons, physical therapists, and the like. The primary focus includes but is not limited to the following topics: evaluation of head, neck, and spine injuries, emergency protocols, human anatomy, exercise physiology, biomechanics, kinesiology, advanced taping techniques, and the use of technology in the field of athletic training. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

LEADERSHIP-BASED ELECTIVE COURSES

STUDENT LEADERSHIP (901521)

Recommended prerequisite(s): Healthful Living I

This course includes the development of advanced skills and knowledge in all areas of the physical education program, enhancing student's self-esteem and self-awareness, as well as developing communication and social interaction skills while gaining leadership abilities. Students spend a major portion of class time serving as student physical education assistants in regular and special classes and assist with extracurricular activities. Leadership opportunities help students become more knowledgeable about careers in recreation, physical education, and athletics. This is a good foundation course for students wishing to enroll in PEPI I or Peer Discovery I.

PEPI I (PHYSICAL EDUCATION PUPIL INSTRUCTORS) (90152P)

Recommended prerequisite(s): Healthful Living I and sponsoring teacher recommendation; Recommended for grades 11 and 12.

The course is designed for students interested in serving as physical education aides to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working in the schools. Students are trained in classroom management; development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Physical Education goals in the North Carolina Standard Course of Study. This course is designed for students interested in careers related to teaching or recreation leadership.

PEPI II (90152R)

Recommended prerequisite(s): PEPI I and teacher recommendation; Recommended for grades 11 and 12.

The course is an extension of PEPI I. Students in this course take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at differing grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

Mathematics Courses

Previous performance in Mathematics courses and teacher recommendation should be considered in course selection.
Use of graphics calculators is an integral part of Algebra and higher level math courses.

POSSIBLE SEQUENCES OF MATH COURSES FOR STUDENTS ENTERING 9th GRADE 2009-2010

	Sequence A	Sequence B	Sequence C	Sequence D
Freshman Year	Foundations of Algebra & Intro Math	<i>Year-Long Algebra I</i> Intro Math (fall) & Algebra I (spring)	Algebra I (one semester)	Honors Algebra II
Next Course(s)	<i>Year-Long Algebra I</i> Algebra I: Part 1 (elective credit) Algebra I: Part 2	Tech Math I or Geometry	Algebra II	Honors Geometry
Next Course(s)	Tech Math I	Tech Math II or Algebra II	Geometry	Pre-Calculus
Next Course(s)	Tech Math II	Additional Math <i>Optional</i>	Additional Math p. 40	Advanced Math p. 40

Students entering high school before 2009-2010 should see pages 8 and 9 for graduation requirements in math.

PRE-ALGEBRA COURSES

Option #1: Foundations of Algebra (fall) and Introductory Math (spring)
(Option #1 is required for entering 9th graders who have not passed the 8th Grade Math EOG)

Option #2: Introductory Math and Algebra I:Part 1 (spring)
(Option #2 is recommended for students making a D in 8th Grade Math)

FOUNDATIONS OF ALGEBRA (20182A)

Foundations of Algebra provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: using equations, inequalities, and formulas to solve problems; computations involving integers and rational numbers; ratio, proportion, and percent; exponential and scientific notation; linear relationships; simplifying algebraic expressions; scaling and proportional reasoning; making scale drawings; surface area and volume of cylinders, prisms, and composite figures; transformations in the coordinate plane; collecting and analyzing data; surveys; and probability. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

INTRODUCTORY MATHEMATICS (20202B)

The Introductory Mathematics curriculum includes problem solving techniques in preparation for Algebra I. Topics include: simplifying numerical expressions; number theory; concept of functions and variables; graphing linear equations; linear regression; problem solving using linear equations and inequalities; problem solving using measurement and geometry.

ALGEBRA I: PART 1 (elective credit) (20212A)

Recommended prerequisite(s): Knowledge of study skills and problem solving techniques, order of operations, simplifying numerical expressions, integer operations, number theory, graphs, concept of variable, concept of equation and inequality, pattern recognition, proportional reasoning, and rational numbers
 The Algebra I: Part 1 curriculum includes the language of algebra; properties of real numbers; solution and use of linear equations and inequalities in one variable; ratios, proportions, and percents; operations with real numbers; identifying and applying concepts of functions and relations; linear regression; solving, using, and graphing linear equations and inequalities in two variables; operations with polynomials; and algebraic fractions. This course is designed to help students develop abstract reasoning and logic skills. Students are expected to demonstrate proficiency with the graphics calculator. This course, in conjunction with Algebra I: Part 2, fulfills the North Carolina high school graduation requirement for Algebra I.

ALGEBRA I COURSE OPTIONS

Option #1: Year-long Algebra I – Introductory Math (Fall), Algebra I (Spring)

(Recommended for students making a B or C in 8th Grade Math or successfully completing Introductory Math)

Option #2: Algebra I (in one semester)

(Recommended for students finishing 8th Grade Math with an A)

Option #3: Algebra I Plus (elective credit)

(Recommended for students finishing 8th Grade Algebra I with test average below high B)

YEAR-LONG ALGEBRA I – 2 CREDITS

Fall: Pre-Algebra / Introductory Math (20202BA)

Spring: Algebra I (20232BA)

The fall semester includes the language of algebra; properties of real numbers; solution and use of linear equations and inequalities in one variable; ratios, proportions, and percents; operations with real numbers; identifying and applying concepts of functions and relations; linear regression; solving, using, and graphing linear equations and inequalities in two variables; operations with polynomials; and algebraic fractions. Students are expected to demonstrate proficiency with the graphics calculator.

The spring semester includes operations and applications of real numbers; applications related to linear equations and inequalities in one variable; relations and functions; radical expressions; matrices; the solutions, graphs, and uses of systems of linear equations and inequalities; operations with algebraic fractions; linear regression; analysis of linear equations; and graphing and interpreting nonlinear equations. Students are expected to demonstrate proficiency with the graphics calculator. The final exam is the North Carolina Algebra I End-of-Course Test.

ALGEBRA I (20232B)

Recommended prerequisite(s): Mastery of problem solving techniques, integer operations, number theory, graphing, concept of variable, concept of equation and inequality, pattern recognition, proportional reasoning, and use of rational numbers.

Algebra I includes the study of algebraic concepts including operations with real numbers and polynomials; relations and functions; matrices; creation and application of linear, quadratic, and exponential functions; linear regression; using length and midpoint to solve problems. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment. This course is designed to help students develop the ability to reason abstractly. Students are expected to demonstrate proficiency with the graphics calculator. This course fulfills the North Carolina high school graduation requirement for Algebra I. The final exam is the North Carolina Algebra I End-of-Course test.

ALGEBRA I PLUS (elective credit) (20232D)

Algebra Plus deepens the study of Algebra I concepts in order for students to be successful in future math courses. This course follows the Algebra I North Carolina Standard Course of Study but also includes an introduction to Geometry. This course fulfills the NC high school graduation requirement for Algebra I. A student cannot receive math graduation credit for Algebra I Plus and Algebra I or Algebra I. Algebra I Plus counts as an elective. The final exam is the North Carolina Algebra I End-of-Course Test.

CAREER & CAREER TECH PREP COURSE OF STUDY OPTIONS

TECHNICAL MATH I (201 52B)

Recommended prerequisite(s): Algebra I and proficiency with the graphics calculator

Technical Math I continues students' study of algebra, geometry, and probability and statistics building upon middle school and Algebra I topics. Measurement of two- and three-dimensional figures, special relationships in right triangles, linear and quadratic functions, measurement of central tendency, and counting algorithms for probability are the broad topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment.

TECHNICAL MATH II (201 72A)

Recommended prerequisite(s): Technical Math I

Technical Mathematics II continues the students' study of advanced algebraic concepts including linear, quadratic, and exponential functions and matrices. Students move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills are emphasized and students broaden their use of the coordinate plane to include transformations of geometric figures. Emphasis is placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

COLLEGE/UNIVERSITY PREP COURSES

YEARLONG ALGEBRA II – 2 Credits

Fall: Technical Math I (20152BY)

Spring: Algebra II (20252CY)

Recommended prerequisite(s): Algebra I and proficiency with graphics calculator

This option offers Algebra II over a year-long period much like Algebra I. During the fall semester, students will be enrolled in Technical Math I. During this semester they will build on and remediate Algebra I concepts while also beginning to introduce Algebra II. In the spring, students are enrolled in Algebra II and will continue covering Algebra II concepts in a way that allows for more practice and reinforcement of skills leading up to the final exam which is the North Carolina Algebra II End-of-Course Test.

ALGEBRA II (20242C)

Recommended prerequisite(s): Algebra I and proficiency with graphics calculator

Algebra II continues the students' study of advanced algebraic concepts including functions, regression equations, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. Emphasis is placed on practical application and modeling. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students are expected to demonstrate proficiency with the graphics calculator. The final exam is the North Carolina Algebra II End-of-Course Test.

ALGEBRA II (HONORS) (20245A)

Recommended prerequisite(s): Algebra I, and proficiency with graphics calculator

Honors Algebra II is designed to study the Algebra II curriculum in greater depth and with less teacher direction. Strong emphasis is placed on problem solving, investigation, analysis, discovery, and independent thinking. Students are expected to demonstrate proficiency with appropriate technology. The final exam is the North Carolina Algebra II End-of-Course Test.

GEOMETRY (20302B)

Recommended prerequisite(s): Algebra I

Geometry continues students' study of geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in their study of geometric figures. Two-dimensional reasoning skills are emphasized and students broaden their use of the coordinate plane to include transformations of geometric figures. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment. Students focus on mastery of definitions, theorem, and postulates, strongly emphasizing their application in direct proof, indirect proof, and problem solving. The final exam is the North Carolina Geometry End-of-Course Test.

GEOMETRY (HONORS) (20305B)

Recommended prerequisite(s): Algebra I and proficiency with graphics calculator

The Honors Geometry curriculum includes plane- and three-dimensional figures; logical proof; congruent and similar triangles and polygons; parallel lines; proportionality; circles and spheres; perimeter, area and volume; constructions with compass and straight-edge; the relationship between algebra and geometry; transformational geometry; trigonometry; and investigation of non-Euclidean geometry. Strong emphasis is placed on proof, problem solving, investigation, analysis, discovery, and independent thinking. The final exam is the North Carolina Geometry End-of-Course Test.

COURSE OPTIONS AFTER ALGEBRA II

Option #1: Discrete Math – Recommended for students who earned C or lower in Algebra II

Option #2: Advanced Functions & Modeling – Recommended for students who earned A or B in Academic Algebra II or C or lower in Honors Algebra II

Option #3: Pre-Calculus – Recommended for students who earned a B or higher in Honors Algebra II

ADVANCED FUNCTIONS AND MODELING (20252A)

Recommended prerequisite(s): Algebra II and proficiency with graphics calculator

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course. A student cannot receive math graduation credit for Advanced Functions and Modeling and Pre-Calculus; one must count as an elective.

INTRODUCTION TO COLLEGE MATHEMATICS (HONORS) (20735C)

Recommended prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

**** Note:** *This course meets graduation requirements for the fourth math for College/University Course of Study but does not meet UNC system requirements for the fourth math.*

DISCRETE MATH (20502B)

Recommended prerequisite(s): Algebra II

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

PRE-CALCULUS (HONORS) (20705C)

Recommended prerequisite(s): Honors Algebra II, and proficiency with graphics calculator

Pre-Calculus is the Honors level of Advanced Functions and Modeling. The Pre-Calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Pre-Calculus and Advanced Functions and Modeling; one must count as an elective.

ADVANCED MATH OPTIONS

ADVANCED PLACEMENT STATISTICS (20657B)

Recommended prerequisite(s): Advanced Functions and Modeling, proficiency with graphics calculator, and teacher recommendation

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. Students should take AP Statistics in addition to another advanced level mathematics course to compliment their study of mathematics. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

ADVANCED PLACEMENT CALCULUS: AB (20767B)

Recommended prerequisite(s): Pre-Calculus and teacher recommendation

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college course. It follows the prescribed AP Calculus AB syllabus. The intent is to prepare students for second semester/block college calculus. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

ADVANCED PLACEMENT CALCULUS: BC (20777B)

Recommended prerequisite(s): AP Calculus AB and teacher recommendation

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. The intent is to prepare students for third semester/block college calculus. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

MATHEMATICAL ANALYSIS (HONORS) (20735F)

Recommended prerequisite(s): AP Calculus BC and teacher recommendation

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus BC. Topics include: applications of partial derivatives; vectors; multiple integrals; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. Students must have extensive knowledge of the graphics calculator. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

Science Courses

BIOLOGY

BIOLOGY (30202E)

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

BIOLOGY (HONORS) (30205A)

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

BIOLOGICAL PROJECTS (308023)

Recommended prerequisite(s): Completion of a Biological Science

This course is designed for the student who has completed general biology. It offers an opportunity to learn and apply biological techniques and procedures as applied to medical laboratory work, nursing, and medicine. It is a laboratory-oriented course that uses no textbook and has only a minimal amount of lecture. Most of the work is in the laboratory. A special research project is required.

ADVANCED PLACEMENT BIOLOGY (30217B)

Recommended prerequisite(s): Biology/Honors Biology and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. It is expected that students enrolled in this course will take the College Board Advanced Placement Test. *Students registering for AP Biology must also register for Honors Research Methods (30805DB).*

ANATOMY AND PHYSIOLOGY (30232A)

Recommended prerequisite(s): Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

ANATOMY AND PHYSIOLOGY (HONORS) (30235B)

Recommended prerequisite(s): Chemistry or Honors Chemistry is strongly recommended

This course is designed for the student with a strong background and interest in biology. A detailed study of the human body, including gross structure of the body and physiology, provides the framework of the course. Students are provided more extensive laboratory experiences and independent research than students enrolled in Anatomy and Physiology.

CHEMISTRY

CHEMISTRY (30502A)

Recommended prerequisite(s): Algebra II or concurrent enrollment in Algebra II

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course. The final exam is the North Carolina Chemistry End-of-Course Test.

CHEMISTRY (HONORS) (30505D)

Recommended prerequisite(s): Algebra II or concurrent enrollment in Algebra II

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied. The final exam is the North Carolina Chemistry End-of-Course Test.

ADVANCED PLACEMENT CHEMISTRY (30517B)

Recommended prerequisite(s): Algebra II and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test. *Students registering for AP Chemistry must also register for Honors Research Methods (30805DC).*

EARTH SCIENCE

EARTH SCIENCE (30402G)

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program.

EARTH SCIENCE (HONORS) (30405A)

This course focuses on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, coastal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material thorough the earth systems. Laboratory work is a major component of the course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (30427D)

Recommended prerequisites: Successful completion of two years of high school laboratory science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

PHYSICAL SCIENCE

PHYSICAL SCIENCE (30102E)

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science. The final exam is the North Carolina Physical Science End-of-Course Test.

PHYSICS

PHYSICS (30602A)

Recommended prerequisite(s): Algebra II

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics. The final exam is the North Carolina Physics End-of-Course Test.

PHYSICS (HONORS) (30605A)

Recommended prerequisite(s): Algebra II

Honors Physics is the in-depth mathematical and motion-oriented study of matter and energy. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. Students are provided various laboratory experiences that are designed to enhance and reinforce concepts and principles in physics. The final exam is the North Carolina Physics End-of-Course Test.

ADVANCED PLACEMENT PHYSICS (30617A)

Recommended prerequisite(s): Advanced Math, Chemistry, and Physics

Students study the basic principles and concepts covered in an introductory "General Physics" college-level course. Topics include mechanics, heat, sound, electricity, light, and quantum theory. Independent research and in-depth laboratory experiences are integral parts of the program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

Second Language Courses

SPANISH

SPANISH I FOR NATIVE SPEAKERS (14012A)

Recommended prerequisite(s): Ability to speak and comprehend conversational Spanish

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. In this course, students will refine oral language skills to address a variety of language proficiency. In this course, students will refine oral language skills to address a variety of audiences, develop and/or improve reading and writing skills through examination of authentic print and non-print materials, and explore the cultures of the Hispanic world.

SPANISH II FOR NATIVE SPEAKERS (14025A)

This course is continuation of Spanish I for Native Speakers I. In this course, students will continue to refine their oral language skills. They will continue to improve their reading and writing skills through the examination of print and non-print materials and they will deepen their understanding of the cultures of the Hispanic world.

SPANISH I (10512B)

This course is for the student who wishes to take Spanish for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, agreement and placement of adjectives, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, weather expressions, the calendar, basic idiomatic expressions, and the culture of the Spanish-speaking world.

SPANISH II (10522C)

Recommended prerequisite(s): Spanish I

This course is for the student who has successfully completed Spanish I or has been recommended from middle school. Students review topics covered in Spanish I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the preterit tense, object pronouns, reflexive verbs, comparatives and superlatives and affirmative and negative commands.

SPANISH III (HONORS) (10535A)

Recommended prerequisite(s): Spanish II

This course is for the student who has successfully completed Spanish II or has been recommended from middle school. Emphasis is on increasing aural-oral skills through reading, writing, and conversation. The basic principles of Spanish grammar are reviewed and expanded. The student's knowledge of the cultures of lands where Spanish is spoken is broadened through readings and audiovisual materials. Acquiring an active vocabulary is a continuing goal.

SPANISH IV (HONORS) (10545A)

Recommended prerequisite(s): Spanish III

This course is for the student who has successfully completed Spanish III. It is intended to increase the level of comprehension and conversational skills. Oral proficiency is stressed by means of interpretation of events, analysis of literature, dialogues, discussions, and debates. Students read literary works in prose, poetry, and drama to develop analytical skills. Advanced grammatical structures are utilized in the writing of poems, essays, and reports.

SPANISH V (HONORS) (10555B)

Recommended prerequisite(s): Spanish IV

This course is for the student who has successfully completed Spanish IV. Instruction focuses on refining and perfecting the spoken and written Spanish acquired through previous years of study. The course is designed to prepare the student for further language study on the college or university level.

ADVANCED PLACEMENT SPANISH LANGUAGE

(10557B)

Recommended prerequisite(s): Spanish IV or Spanish V

This course follows the prescribed curriculum of the Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

ADVANCED PLACEMENT SPANISH LITERATURE

(10557A)

Recommended prerequisite(s): Spanish IV or Spanish V

This course follows the prescribed curriculum of the Advanced Placement program. It emphasizes an in-depth study of various genres of Spanish literature coupled with literary analysis and other forms of composition. Further acquisition and refinement of vocabulary and speaking skills are also essential to this program. Selected authors include Borges, Garcia Lorca, Garcia Marquez, Matute, and Unamuno. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

FRENCH

FRENCH I (10412C)

This course is for the student who wishes to take French for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, passé composé, agreement and placement of adjectives, negative expressions, partitive articles, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, demonstrative adjectives, weather expressions, the calendar, basic idiomatic expressions, and the culture of the French-speaking world.

FRENCH II (10422B)

Recommended prerequisite(s): French I

This course is for the student who has successfully completed French I or has been recommended from middle school. Students review topics covered in French I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the future tense, object pronouns, commands, reflexive verbs, relative pronouns, and special uses of prepositions.

FRENCH III (HONORS) (10435A)

Recommended prerequisite(s): French II

This course is for the student who has successfully completed French II or has been recommended from middle school. Emphasis

FRENCH III (HONORS) (continued)

is upon increasing aural-oral skills through reading, writing, and conversation. The basic principles of French grammar are reviewed and expanded. The student's knowledge of the cultures of lands where French is spoken is broadened through readings and audiovisual materials. Acquiring an active vocabulary is a continuing goal.

FRENCH IV (HONORS) (10445A)

Recommended prerequisite(s): French III

This course is for the student who has successfully completed French III. It is intended to increase the level of comprehension and conversational skills. Oral proficiency is stressed by means of interpretation of events, analysis of literature, dialogues, discussions, and debates. Students read literary works in prose, poetry, and drama to develop analytical skills. Advanced grammatical structures are utilized in the writing of poems, essays, and reports.

FRENCH V (HONORS) (10455D)

Recommended prerequisite(s): French IV

This course is for the student who has successfully completed French IV. Instruction focuses on refining and perfecting the spoken and written French acquired through previous years of study. The course is designed to prepare the student for further language study on the college or university level.

LATIN

LATIN I (10802A)

The student studies the five chief areas of Latin: grammar, reading, writing, vocabulary, and culture. The student increases his understanding of present-day English through the study of Latin and ancient Roman culture.

LATIN II (10812A)

Recommended prerequisite(s): Latin I

This course is designed for the student who has successfully completed Latin I or has been recommended from middle school. The student studies the same five areas of Latin I but on a more advanced level. Activities include reading for comprehension and analysis of the Latin sentence as it relates to English composition. The student reads selected Latin authors in their original form.

LATIN III (HONORS) (10825C)

Recommended prerequisite(s): Latin II

The third year of Latin introduces the student to Cicero, Ovid, and other notable authors. The student develops more proficiency and depth in reading and has the opportunity to learn through the study of Cicero's *Orationes*. Special attention is given to a more literary vocabulary and to the great debt our legal institutions owe to the early Romans. From Ovid's *Metamorphoses*, the student reads selected prose and poetry.

LATIN IV (HONORS) (10835A)

Recommended prerequisite(s): Latin III

Virgil's *Aeneid*, the most important literary work of the early Roman civilization, makes up the study of the fourth-year course. The student follows Aeneas through all his wanderings to find a place to establish the beginning of the Roman Empire. He becomes acquainted with an invaluable literary background for the humanities, particularly with regard to human values, literary themes, and allusions. This course is designed primarily for the student who wishes to profit from the study of the early classics.

Social Studies Courses

REQUIRED COURSES

North Carolina high school students are required to take the three listed courses, either regular or honors, for graduation apart from any electives. They are listed in the recommended sequential order.

WORLD HISTORY (40242D)

This course describes human achievements through the study of the world's great civilizations, past and present. The study of these civilizations is the study of people: How do they live together? How are they governed? What are their beliefs? How do they express themselves? Students discover the ways in which human beings through the ages have organized their lives to answer the continuing questions of survival and fulfillment.

WORLD HISTORY (HONORS) (40245D)

Recommended prerequisite(s): Teacher recommendation

This honors course is designed to challenge academically advanced/gifted and highly motivated students. Additional reading/writing/research assignments are required for the honors level of this class. World History describes human achievements through the study of the world's great civilizations, past and present. Students discover the ways in which human beings through the ages have organized their lives to answer the continuing questions of survival and fulfillment.

CIVICS AND ECONOMICS (40522A)

Recommended prerequisite(s): World History

It focuses on basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies. Students examine economic topics and questions and apply concepts to economic decisions. Students examine the political and legal systems; learn about rights and responsibilities as citizens, the structure of legal and governmental systems within which they live, and how these systems influence their lives. The course covers the colonial period of American history until 1789. Also examined are the origins, development, and main principles of important U.S. documents, including the Constitution.

CIVICS AND ECONOMICS (HONORS) (40525A)

Recommended prerequisite (s): World History

It focuses on basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies. Additional reading/writing/research assignments are required for the honors level of this class. Students examine the political and legal systems; learn about rights and responsibilities as citizens, the structure of legal and governmental systems within which they live, and how these systems influence their lives. The course covers the colonial period of American history until 1789. Also examined are the origins, development, and main principles of important U.S. documents, including the Constitution.

UNITED STATES HISTORY (40212C)

Recommended prerequisite (s): World History and Civics and Economics

This honors course traces the political, economic, and geographical development of our nation. It focuses on the growth of democracy and the emergence of the United States as a world leader. By analyzing the social and cultural development of the United States, students develop an appreciation of American ideals and achievements. Students participate in class activities and discussions, develop projects, and sharpen their critical thinking skills.

UNITED STATES HISTORY (HONORS) (40215C)

Recommended prerequisite(s): Teacher recommendation and World History and Civics and Economics

This honors course is designed to challenge academically advanced/gifted and highly motivated students. Additional reading/writing/research assignments are required for the honors level of this class. Students study the political, economic, and geographical development of our nation and focus on the growth of democracy and the emergence of the United States as a world leader. By analyzing the social and cultural development of the United States, students develop an appreciation of American ideals and achievements.

SOCIAL STUDIES ELECTIVES

AFRICAN-AMERICAN HISTORY AND CULTURE (40092F)

The history and culture of African-Americans are examined in this course. Students are exposed to the African roots, the middle passage, and the American experience from the pre-colonial period of U.S. history to the present day. Included in this historical framework is the cultural heritage of African-Americans. Students are exposed to complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from the other social sciences. Students read significant works of literature in this class.

GEOGRAPHY (40302A)

Students apply the five cultural and physical geographic themes across a broad range of fields, including the fine arts, sciences, and humanities. These become central to global connections as students expand knowledge of diverse historical and current cultures. The importance of core geographic themes to public policy is explored as students address issues of domestic and international significance. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others.

LAW AND JUSTICE (40432G)

This academic course focuses on the legal, judicial, law enforcement, legal procedures and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems. Classes will benefit from their schools' participation in the Lawyers-In-The-Schools Program through the North Carolina Bar Association, gaining resources, speakers, programs and publications through LIS for law-related education.

LAW AND JUSTICE (HONORS) (40435A)

This honors course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Focuses include legal principles and the laws and procedures derived from them. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems and issues that arise from their operation and increase their practical understanding of how the justice system in the United States actually works.

PSYCHOLOGY (HONORS) (40805A)

This full-credit honors course is designed to give students an understanding 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/ PSYCHOLOGY (40102F)

Recommended for Grades 9 & 10

This course provides an overview in the areas of Sociology and Psychology as a combined full-credit elective. Sociology gives

students a general background of the major aspects of sociology. Students study the basic forces of social relationships as they influence the values, behavior, and knowledge of man. This course promotes an understanding of the way people develop an identity as individuals and as members of their societies and cultures. In Psychology, the story and growth of psychology as a science are studied. Basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health are analyzed.

SEMINAR/LEADERSHIP LITERATURE (952025L)

This course is for the student who wishes to develop leadership, professional and business skills. Resources include Seven Habits for Highly Effective Teens and Teenagers Preparing for the Real World. The student will learn to develop a healthy self concept, healthy relationships, and personal responsibility.

ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT EUROPEAN HISTORY

(40237B)

Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

AP European History is equivalent to introductory European History at the college level. It covers the time from the Renaissance and the Reformation to the post-World War II era. Emphasis is on three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. Substantial out-of-class reading, writing, and research are expected.

ADVANCED PLACEMENT PSYCHOLOGY (40807A)

Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

Students study the systematic and scientific study of the behavior and mental processes of human beings and other animals. They are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Substantial out-of-class reading, writing, and research are expected.

ADVANCED PLACEMENT US GOVERNMENT AND

POLITICS (40427B)

Recommended prerequisite(s): Teacher recommendation and World History, Civics & Economics, US History

This course is a survey the United States national political system designed for the highly motivated student. It is heavily content-oriented, examining the U.S. constitutional system, its historical development and current trends of the system and aims to further skill development through a rigorous course of study. Assignments involve student reading, analysis, synthesis, writing, and speaking. Lectures, current problems, and practices are frequently used.

ADVANCED PLACEMENT UNITED STATES

HISTORY (40217G)

Recommended prerequisite(s): Teacher recommendation and World History and Civics & Economics

Advanced Placement United States History is a course that is equivalent to an introductory level American History at the college level. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history from the age of discovery to the present. Substantial out-of-class reading, writing, and research are expected

Special Programs Courses

Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Program (IEP).

DIPLOMA COURSES

CURRICULUM ASSISTANCE (00012K)

CURRICULUM ASSISTANCE (9) (00012L)

Curriculum Assistance (CA) is a program option designed for students receiving special education services who spend the majority of their day in the general education classroom. The goal is to provide the support necessary for the students to be successful in general education. The three main components of CA are tutorial, remedial, and study skills instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations.

INTRODUCTION TO COMMUNICATION SKILLS (Reading) (10012C)

This program focuses on basic reading and writing skills. Assignments, materials, and lesson presentations are modified based on the student's abilities. Areas of study include phonological awareness, word recognition skills, vocabulary development, comprehension, fluency, spelling patterns, handwriting, and simple written expression. This course should be available at every high school for students who have not yet passed the reading competency.

RESOURCE INTRODUCTORY MATHEMATICS (20202A)

The Resource Introductory Mathematics curriculum includes problem-solving techniques, simplification of numerical expressions, integer operations, number theory, graphs, concept of variables, concept of equation and inequality, pattern recognition, proportional reasoning, measurement, geometry, and rational numbers. Assignments, materials, and lesson presentations are modified based on the student's abilities.

VOCATIONAL EXPERIENCE (95612R)

This course assists students in special education to develop entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a work site. Low Incidences Prerequisites: (1) work related behaviors, (2) employment adjustment.

OCCUPATIONAL COURSE OF STUDY

Eligibility for participation in the Occupational Course of Study is determined by the Individual Education Program (IEP) Team, which includes school personnel, students, and parents. A student should only be considered for participation if the IEP Team determined that the North Carolina Standard Course of Study is inappropriate for the student even with the use of modifications, adaptations, supplemental aides, and services.

OCCUPATIONAL PREPARATION I (92400A)

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career – Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCCUPATIONAL PREPARATION II (92410A)

This course emphasizes the development of skills generic to all careers including resource management, communication, interpersonal skills, technology, stamina, endurance, safety, mobility, motor, teamwork, sensory, problem-solving, cultural diversity, information acquisition/management, and self-management. This course focuses on providing students with a repertoire of basic skills that serve as a foundation for future career application. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined. Students must schedule 2 periods.

OCCUPATIONAL PREPARATION III (92420A)

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. Students must schedule 2 periods.

OCCUPATIONAL PREPARATION IV (92430A)

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their higher school experience.

OCCUPATIONAL ENGLISH I (92100A)

Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations. In Occupational English I, students:

- Expand basic telephone skills for work and home.
- Write complete simple and compound sentences.
- Take and support positions of self-advocacy.
- Read a variety of materials to gain information and perform tasks.
- Read basic functional vocabulary terms.
- Employ accurate manuscript and cursive letter formation.
- Exhibit ethical behavior in the use of computer technology.
- Develop effective interviewing.

OCCUPATIONAL ENGLISH II (92110A)

Students in Occupational English II analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts. Occupational English II students:

- Give and request verbal directions.
- Demonstrate appropriate communication skills when addressing peers.
- Write sentences to form paragraphs.
- Read and comprehend information found in a variety of printed materials.
- Use basic word processing skills for written communication.
- Expand self-advocacy skills.

OCCUPATIONAL ENGLISH III (92120A)

Occupational English III helps students to read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition, students:

- Expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living and employment tasks.
- Visually gain information from a variety of graphic material.
- Expand reading and writing of functional vocabulary.
- Expand comprehension of a variety of printed material.
- Demonstrate oral communication skills needed for a work environment.
- Write formal and informal letters.

OCCUPATIONAL ENGLISH IV (92130A)

Occupational English IV integrates oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. Occupational English IV students:

- Expand verbal communication skills.
- Write logical and sequential reports.
- Expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms.
- Read and comprehend directions and other printed material for daily living and employment tasks.
- Complete personal forms and applications.
- Use computer technology to enter and edit information on a spreadsheet and to communicate online.
- Produce complete personal portfolios.

OCCUPATIONAL MATHEMATICS I (92200A)

Occupational Mathematics includes the study of:

- Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions, and percents.
- Financial Management: recognizing and identifying basic financial information.
- Time and Measurement.
- Independent Living.
- Technology.

Students acquire these skills through hand-on approaches and cooperative learning within the classroom and community. Skills is necessary for independent living and successful employment.

OCCUPATIONAL MATHEMATICS II (92210A)

Occupational Mathematics II continues from Occupational Mathematics I the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement, and independent living using technology, hands-on approaches, and cooperative learning.

OCCUPATIONAL MATHEMATICS III (92220A)

Occupational Math III emphasizes the application of skills previously learned. In this course students demonstrate application of the skills in the community and places of employment.

OCCUPATIONAL LIFE SKILLS SCIENCE I (92310B)

Life Skills Science I is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students also receive instruction in the provision of first aid and accessing medical care. Students have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

OCCUPATIONAL LIFE SKILLS SCIENCE II (92320B)

Life Skills Science II is designed to develop basic, functional knowledge of science concepts in the areas of earth science, environmental science, and physical science. Students also develop skills in the area of healthy relationships. Students have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and the workplace.

OCCUPATIONAL SOCIAL STUDIES I (92450A)

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizen and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

OCCUPATIONAL SOCIAL STUDIES II (92460A)

This course is designed to teach the students concepts and skills related to self-advocacy and self-determined, which are essential for achieving independence and successful adult outcomes. The course strands are presented in natural progression as follows: self-concept, communication and assertiveness, problem solving, and self-advocacy.

RECOMMENDED CAREER – TECHNICAL EDUCATION COURSES **For Students in the Occupational Course of Study**

These CTE courses have been determined to be appropriate for students in the Occupational Course of Study. These courses are based on modified blueprints and may be repeated for additional credit.

CAREER MANAGEMENT	61450A	1 credit
CHILD DEVELOPMENT	70650A	1 credit
COMPUTER APPLICATIONS I	64110A	1 credit
FOODS I – FUNDAMENTALS	70450A	1 credit
FUNDAMENTALS OF TECHNOLOGY	81100A	1 credit
HOUSING AND INTERIORS i	705502	1 credit
MARKETING	66210A	1 credit
PRINCIPLES OF BUSINESS AND PERSONAL FINANCE: BE	62000A	1 credit
PRINTING GRAPHICS I	79110A	1 credit
PRINTING GRAPHICS II	79120A	2 credits

Middle Creek High School – March 2009

Wake County School System uses SPAN for online course selections. You will be able to see the courses recommended for next year and choose your primary and alternate course selections. Before getting started, there are a few very important pieces of information to know.

- **Registration begins on Thursday, March 5.** Log in with the directions below to choose your courses.
- **Before you finalize/confirm your courses, be sure they are what you want.** Once you have finalized, you will not be able to change your selections. Courses to be taught in 2009-2010, additional teachers needed, and materials to be ordered are determined in early summer by your course selections. Courses selection changes will be made only if a course is cancelled or a prerequisite is not met.
- **Wednesday March 25,** is the final date that online registration will be available. Registration will close at 10:00pm on March 25.
- **Online Registration can happen anywhere** internet access is available. The MCHS Media Center is also available for online course selections before and after school. Students with questions about courses or the registration process should see their grade level counselor.

VIEWING YOUR RECOMMENDATIONS

- Step 1. **Log Into SPAN.** You will do this at <http://span.wcpss.net/> using your username and password provided in class.
- Step 2. **Open the Recommendations Page.** A menu appears on the left side of the screen. Click on “View Recommendations.” You will see courses recommended and teacher comments made. All students should have a recommendation for English, Math, Science, and Social Studies unless they have met all graduation requirements in that content area.
- Step 3. **Complete Your Registration Work Plan.** This page is located on page 6 of the MCHS Course Offering Guide. Decide which courses you are planning to take next year and record them on this page. Discuss these selections with teachers, parents, and counselors as needed.

MAKING COURSE SELECTIONS

- Step 1. **Open the Course Selections Page.** A menu appears on the left side of the screen. Click on “Select Courses.” Choose the high school you will register for using the drop-down menu.
- Step 2. **Choose Eight Primary Courses and Three Alternates.** First, click on either “Primary” (first choice – “courses I really want/need to take”) or “Alternate” (“courses I want if my primary choices are unavailable”). Next, select the course you want to add from the dropdown menu. Note that courses listed under “Open Electives” are simply courses that are open to you that did not need recommendation. If you have not met the prerequisites for a particular course, SPAN will not allow you to choose it.
- Step 3. **Saving Changes.** The computer system will automatically save your changes each time that you add or delete a course. You may log out and return to your course selections as many times as necessary before you finalize / confirm your choices.
- Step 4. **Finalize / Confirm Your Course Selections.** When you have finished, you will click on “Lock Selections / Print Verification Form.” **The confirmation process locks in your course selections and you will not be able to make any additional changes without counselor approval!**
- Step 5. **Print Verification Sheet.** Your confirmation page will appear on the screen. Print and sign it, have it signed by your parent/guardian, and return it to your second block teacher. If you need additional copies, you may print them at any time from SPAN.

QUESTIONS OR PROBLEMS

- Course Questions **See Your Counselor.** All counselors are available by email. You can also request an appointment with them by seeing Ms. Burnette in the Guidance Office.
- Technical Problems **Click on “Technical Support.”** Try to choose the best category for your problem as that will determine to whom your question / issue is forwarded.

