

Wayne Preparatory Academy High School



Generals

2023-2024 Course Selection and Information Guide

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GENERAL INFORMATION



WAYNE PREPARATORY ACADEMY HIGH SCHOOL

Mission

Wayne Preparatory Academy's mission is to create a legacy of leadership and learning that embraces, enriches, and engages children's strengths, one child at a time.

Vision

We believe that all children will learn if we teach them carefully. Careful instruction includes at its core teaching children at their instructional level and teaching children to mastery. We believe that learning is a function of instruction, not a function of the learner. We are committed to a culture of leadership that includes cooperative discipline, positive behavior supports, and an environment of earned consequences. We are designed to use data to drive our decisions in finance, operations, and academics. We are driven to focus on the needs of our scholars using research-based strategies.

Welcome

The staff at Wayne Preparatory Academy would like to welcome you to high school and explain the importance of your decisions over your high school years. The decisions you make in selecting high school courses greatly influence your future; whether you are preparing for a transition to a two-year college, a four-year college/university, or to enter the work world upon graduation from high school. Therefore, I encourage you to carefully review the course selection guide to assist you in making informed decisions for the most rigorous course of study that meets your needs in reaching your future educational and career goals.

The Student Course Selection Guide will lead you and your parents/guardians in making the best possible decisions for your academic plan during your high school years and for your plans beyond high school. This guide contains information concerning required and elective courses, promotion and graduation requirements, course credit towards your grade point average, and many wonderful opportunities.

There are also options explained in the course selection guide to allow you to take challenging courses in high school, as well as those that also allow you to earn college credit while in high school. Students who qualify may take advantage of some of the North Carolina Virtual Public School (NCVPS) courses and Wayne Community College (WCC) Courses. Please pay special attention to the section on WCC Career and College Promise. This is a wonderful opportunity for high school students to receive college credit while in high school. We have also added some new on-campus elective courses such as: a Project Lead The Way Biomedical courses (PLTW), World Cultural Studies course, and Spanish I & II. We have also expanded our Physical Education courses and Agriculture courses.

We extend the warmest welcome to you and your family. We are here to help you establish high goals to challenge yourself while ensuring your high school success, as well as preparation for a wonderful future beyond high school.

Your school counselor is available to help you complete your plan of study and to update it annually as needed. Please do not hesitate to contact us with questions regarding the registration process. The school staff stands ready and eager to assist you.

Sincerely,

WPA High School Staff

Anthony Wright, High School Principal

awright@wpanc.org

Barbara Weber, Assistant HS Principal

bweber@wpanc.org

Elaine Yarbrough, 9th & 10th grade Counselor

eyarbrough@wpanc.org

Sandy Sasser, 11th & 12th grade Counselor *

ssasser@wpanc.org

**(Please contact Ms. Sasser during the summer months, as she is our 12-month counselor and is available to assist you regarding scheduling questions over the summer.)*

Graduation Requirements

CONTENT AREA	FUTURE-READY CORE DIPLOMA	OCCUPATIONAL Course of Study Diploma (select IEP students)
English	4 Credits English I, II, III, and IV	4 Credits English I, II, III, and IV
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3 (OR Algebra I, Geometry, Algebra II) <i>plus</i> a fourth math course aligned with the student's post high school plans	3 Credits Introduction to Mathematics I NC Math 1 Financial Management
Science	3 Credits Earth/Environmental Science; Biology; and a physical science (either Physical Science, Chemistry, or Physics)	2 Credits Applied Science Biology
Social Studies	4 Credits Entering 9th Grade in 2020-2021: World History; a founding principles course (American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy); an American History course (American History I, American History II, OR American History); Economics and Personal Finance Entered 9th Grade prior to 2020-2021: World History; a founding principles course (American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy); 2 American History courses (American History I and II OR American History I or II and another Social Studies course OR American History and another Social Studies course)	2 Credits Entering 9th Grade in 2020-2021: a founding principles course (American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy); Economics and Personal Finance Entering 9th Grade prior to 2020-2021: American History: Founding Principles, Civics and Economics OR Founding Principles of the United States of America and North Carolina: Civic Literacy AND American History I OR American History II OR American History
Second Language	2 Credits (count towards Elective credit totals) Required to meet minimum application requirements for UNC system <i>(not required for 2-year community college system)</i>	Not Required
Health and Physical Education	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction
Electives or other requirements	Elective credits: (Within your remaining elective credits, you may take any of the following courses) *A minimum of 10 elective credits are required to graduate. Second Language courses count towards the elective credit total. Your elective course credits add to the 16 required classes for the minimum of 26 course credits. Students have the opportunity of taking a minimum of 32 credits (a minimum of 4 each semester for a total of 8 per year for a minimum total of 32 over the course of 4 years.) – Career and Technical Education (CTE) – Arts Education – Second Language – Career and Technical Education (CTE) – JROTC (if offered) – Arts Education – Any other subject area (e.g. Social Studies, Science, Mathematics, English that are beyond the required courses)	10 Credits: 6 OCS Employment Preparation Credits: Occupational Preparation I, II, III, and IV (including the completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment) 4 Credits: Career and Technical Education electives Students graduating in or after 2015 are required to successfully complete CPR instructions as outlined in NCGS 115c-81 (el).(This will be completed during Health Class)
Total	26 Credits (students entered 9 th grade between 2017-2020) 28 Credits ((Students entered 9 th grade in 2021 or after)	22 credits <small>+ presentation of Career Portfolio and completion of IEP objectives</small>

Promotion Requirements

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

North Carolina Diploma Endorsements & Other Recognitions

Honor Roll

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

Class Rank

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

Designation of Latin Honors

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

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

Latin Honors will be determined at the end of the 4th grading period for all students. These students will be acknowledged at graduation.

Honor Graduates

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

Marshals

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

National Honor Society

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

North Carolina Academic Scholars Endorsement

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

English	English I, II, III, and IV	4 credits
Mathematics	NC Math 1, NC Math 2, NC Math 3, and a higher level math course with NC Math 3 as a prerequisite	4 credits
Science	Earth/Environmental Science, Biology, and either Chemistry or Physics	3 credits
Social Studies	World History, American History: The Founding Principles, Civics, and Economics, American History I, and American History II	4 credits
Second Language	Two units of a second language, other than English (for the UNC System)	2 credits
Healthful Living	Health and Physical Education	1 credit
Electives	Four elective credits constituting a concentration is recommended from one subject area, such as: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, or in another content area	4 credits
High Level Courses	At least three higher-level courses taken during junior and/or senior years which carry quality points such as: Honors level courses, Advanced Placement, Dual Enrollment or college equivalent course, Advanced CTE and CTE credentialing courses, or Project Lead the Way courses	3 credits

COURSE LOAD

Our schedule is based on the minimum requirements of the Department of Public Instruction, completing these courses at the end of the semester. Scholars will begin second semester with four/five new courses in January. Students have the potential to earn at least 8 credits per year.

Students are not allowed to take two required core academic courses concurrently. For examples, you may not take English II and English III or Physical Science and Biology, during the same school year. If there are extenuating circumstances, the principal may be consulted for approval.

Seniors only: Seniors in good standing may take a minimum of 2 classes per semester if they have the necessary credits to graduate. Which means they may arrive late or leave early, but may not arrive, sign out, and return between classes. The only exception would be if the WCC course is an in-person class and taught at the WCC campus. Seniors may take one WPA class and one or more WCC classes, if approved. If a senior is registered for 2 classes (1 WPA and the other WCC) and then drops the WCC course, then the student will be required to remain at WPA to attend a non-credit, study hall class period.

COURSE WITHDRAWAL

Except when approved by the principal, students are not allowed to drop a course after the first (10) ten days of school. If a student withdraws from a WCC/NCVPS course after WPA pays the course fees, then the student is responsible for reimbursing WPA the cost of the course fees. If a WPA student fails a WCC/NCVPS course or withdraws from the WCC/NCVPS course (once the WCC/NCVPS has started), then the WPA student will not be allowed to register for a WCC/NCVPS course for the following semester.

IMPORTANCE OF PLANNING

The planning process for your career or college begins much earlier than your high school years. Students, along with their parents begin planning in the elementary and middle school level while being to various career preparation activities that continue throughout their school career. High school students have various people available to assist with planning: Counselors, WCC Career Development Coordinators, College Advisors assisting with the admissions process, and parents.

However, the student plays the most important role. The student must navigate this career and/or college process with the assistance of these individuals. It is very important to consider your plans ahead of time, determine your interests, and research all the possibilities to develop a tentative plan. There is a High School Student Check Sheet located at the end of this booklet, plus lots of additional information that will be important for you to learn as you navigate your high school years and planning for your post-graduation process.

If you may be considering applying to a 4-year college/university, it is advised that you take a virtual tour of the college campuses to learn more of what the college has to offer. Study the information posted on the college websites you are interested in to determine if they have the degree you may wish to pursue. The time you take to study the college sites and taking the virtual tours may save you some time by helping narrow the list of colleges to which you may want to apply. There is generally an application fee to many of the 4-year colleges/universities. The following is a link to a great virtual tour of the UNC system colleges/universities:

<https://tinyurl.com/y7uqant3>

Developing your high school plan serves as the guide for selecting your high school courses each year. The plan can be altered; however, you should make these adjustments as early in the high school years as possible. Often courses must be taken in sequence.

Courses are scheduled and the school's master course plan is based on the high school's students' selections of required and elective courses during the pre-registration process. Please study the required selections and base your elective choices on your interests, as well as career and college choices.

SELECTING COURSES

High School students should take advantage of available opportunities. High school is preparation for the next level, your plan for the future. You may be planning for the next level of education or future employment. Your high school studies help equip you with those skills and information needed to gain a broader understanding on the world and all its opportunities.

Please review the following guidelines when making your course selections:

- Study the requirements for graduation;
- Consider the courses that will provide the background/requirements for your plan following graduation from high school; educational plans and/or career plans;
- Discuss these course options with your parents, teachers, counselor; college admissions advisor; and
- Select courses that will be consistent with your high school four-year plan and your post-graduation plans.

TRANSCRIPTS

Upon graduation, seniors will receive one transcript at no cost. Additional transcripts are available for \$2.00 each.

SCHEDULE CHANGES

Much time and planning is involved in student course selection and the creation of a master schedule that provides students with the best schedules possible to fit the course offerings at each school. Therefore, schedule changes will be limited following the completion of course registration. Courses may be added or dropped during the designated, scheduled drop-add dates prior to the beginning of the school year provided there is a valid reason and the course change is approved by parents, school counselor, and principal.

GRADING SCALE

The scale for grades and grade point average calculations will be applied as follows:

A: 90-100 = 4.0

B: 80-89 = 3.0

C: 70-79 = 2.0

D: 60-69 = 1.0

F: < 59 = 0.0

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

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

Course Credit

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

Unweighted GPA

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

Weighted GPA

A GPA that includes extra quality points for courses taught at a more rigorous academic level such as honors (+.5 quality point) and advanced placement (+1 quality points) courses. This is also known as the QPA or Quality Point Average. Students that are approved to register for Wayne Community College classes receive 1 additional weighted credit for passed college courses.

GRADING PERIODS/INTERIMS/REPORT CARDS

Report cards are issued every nine weeks. Progress reports are issued at the 3rd and 6th week mark of each quarter. Parents are strongly encouraged to visit the powerschool parent portal to monitor detailed attendance and grade information for their student(s).

ACADEMIC HONORS

Grade point averages are calculated and rounded off to four decimal places. Class rank is based on that four-decimal place of the weighted grade point average. Please note the following concerning graduating with Honors:

Honor Graduates — Seniors with a **weighted** cumulative grade point average of a 3.5 or above as a result of the last reporting period.

Honors vs. AP Courses

Honors Courses — there is a distinction applied to certain classes to distinguish them from regular (or academic) course offering. The difference between a regular class (such as English I) and the Honors class (English I Honors) is not necessarily the amount of work, but the type of work required and the pace of studying. Honors courses are enriched; therefore, they offer the same material in greater detail combined with a faster pace. Honors courses emphasize critical and independent thinking to produce creative application of ideas. Motivation is the main quality that characterizes an Honors student. Teacher recommendation is considered when placing students in Honors courses.

Advanced Placement Courses (AP) — is a curriculum sponsored by the United States College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. The keys to success are motivation, self-discipline, and academic preparation. AP classes are more challenging and stimulating. They take additional time and require more work. The content of AP courses is more sophisticated than that in typical high school Honors courses. Students should have previous practice in analyzing content, drawing comparisons, and reasoning. They must be able to read perceptively and independently. Additionally, students will need to be proficient in writing clear, concise essays. Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for AP or college courses by taking the most rigorous classes available, the more likely they will experience success. The keys to success are maturity, motivation, self-discipline, and academic preparation. Teacher recommendation is considered when placing students in Advanced Placement courses.

(Any AP courses would be taken thru NCVPS, unless offered on the WPA High School campus.)

NORTH CAROLINA END-OF-COURSE TEST REQUIREMENTS

End-of-Course (EOC) Tests will be administered for the following courses:

Math I English II Biology Math III

CLASS RANK

Class rank is cumulative from 9th grade. To determine class rank, we use final course grades, dividing the total number of quality points earned by the total number of units of credit attempted. This course guide designates courses with weighted credit with an “AP” or “HN.” To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their School Counselor. A Senior Honors Rank is upon completion of final grades at the end of the final semester senior year for any senior honors or awards.

Driver’s Eligibility

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

Lose Control, Lose Your License

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

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

Athletic Eligibility

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

- ◆ Be a properly enrolled student at the time of participation.
- ◆ Be enrolled no later than the 15th day of the present semester.
- ◆ Be in regular attendance.
- ◆ Have been in attendance for at least 85% of the previous semester at an approved school.
- ◆ Not exceeded eight consecutive semesters of attendance or have participated more than four seasons in any sport since first entering 9th grade.
- ◆ Must be under 19 years of age as of August 31, 2020.
- ◆ Live with parents or legal guardian. (Reference the NC High School Athletic Association handbook for further clarification.)
- ◆ Live in the school attendance district.
- ◆ Have received a medical examination by a duly licensed physician, nurse practitioner, or physician's assistant within the previous 365 days.
- ◆ Have passed three (3) out of four (4) courses the previous semester.
- ◆ Having been promoted from 8th grade to 9th grade for the 2020 Spring Semester determines eligibility for athletics the first semester of the 9th grade.

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

NCAA Initial-Eligibility Clearinghouse

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

UNC System Minimum Admissions Requirements

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

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

University of NC System Campuses

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

Minimum Course Requirements for First-Year, Incoming Freshmen:

Language (6 course units):

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

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

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

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

Science (3 course units):

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

Social Studies (2 course units):

- Including one unit of American History

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

GPA and Test Scores

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

COURSE DESCRIPTIONS

ENGLISH / LANGUAGE ARTS COURSES

REQUIRED COURSES & Electives

English I

10212X0

1 credit

A survey of literary types, this course focuses on comprehension and expressive writing. Students should expect nightly 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.

Honors English I

10215X0

1 credit

(Teacher Recommendation and an 85+ in English)

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 written and oral responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments.

English II

10222X0

1 credit

This academic world literature course focuses on comprehension and informational writing. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency and structure. The final exam is the North Carolina English II – End of Course Test.

Honors English II

10225X0

1 credit

(Teacher Recommendation and an 85+ in English)

This honors course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments.

The final exam is the North Carolina English II – End of Course Test.

English III

10232X0

1 credit

This American literature course addresses reading comprehension and critical writing. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency and structure.

Honors English III

10235X0

1 credit

(Teacher Recommendation & and 85+ in English)

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.

English IV

10242X0

1 credit

This British literature course addresses reading comprehension and argumentative writing. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency and structure.

Honors English IV

10245X0

1 credit

(Teacher Recommendation & and 85+ in English)

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. 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.

Advanced Composition - Honors (11th & 12th grades)**10255XD****1 Credit***(Teacher Recommendation and an 85+ in English)*

Advanced Composition is designed to assist students with communication skills through a three-step process. They will analyze examples of good writing and create a portfolio of their own writings. Students will demonstrate and utilize proper focus, elaboration and support, and style related to expressive and informational writing, with an introduction to critical analysis. They will learn to effectively use MLA and APA formats for construction of their grade level projects. The course will include an emphasis on communication skills relevant to the Twenty-first Century.

Public Speaking/Communication (10th-12th grades)**0C015X0****1 Credit**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking.

WORLD LANGUAGES

Spanish I**11412X0****1 credit**

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, preterit tense, agreement and placement of adjectives, 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 Spanish-speaking world.

Spanish II**11422X0****1 credit**

Prerequisite: Spanish I

This course is for the student who has successfully completed Spanish I. 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 future tense, conditional tense, imperfect tense, subjunctive mood, formation of adverbs, object pronouns, reflexive verbs, and relative pronouns, sequence of tenses, and comparatives and superlatives.

Honors Spanish III**11435X0****1 credit**

prerequisite(s): Spanish II

(If sufficient number of students register. If we do not have enough students registered for course, then approved students could take through NCVPS)

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

Honors Spanish IV**11445X0****1 credit**

Prerequisite: Spanish III

(If sufficient number of students register, if not approved students could take through NCVPS)

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 poetry, essays and reports.

MATHEMATICS COURSES

REQUIRED COURSES & Electives

Foundations of Math 1 (elective credit) **20902X0** **1 credit**

Prerequisite/Recommendation: None (students will be placed into this course)

Foundations of Math 1 provides a review of basic mathematics topics needed to be successful in NC Math 1. Students who have experienced a weakness in mathematics or students who did not receive a passing score (level III, IV, or V) on the 8th grade end-of-grade (EOG) test should take this class. Career and College Ready Graduates (CCRG) content will be integrated into this course.

Math I **21092X0** **1 credit**

Prerequisite(s): Pre-Algebra or Math 8

Math 1 Honors (Teacher Recommendation & 85+) **21095X0** **1 credit**

This course is the first course of the Common Core Math sequence and is for students who are familiar with such concepts as solving equations for x, the Cartesian plane, absolute value, inequalities, percentages, and reading and interpreting graphs. Students must be quite familiar with working with fractions and decimals. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear, exponential, and quadratic relationships. Geometric concepts include formalizing and extending students' experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will learn the basic tools to explore univariate and bivariate data. Appropriate technology, including the TI-83+ or TI-84+ graphing calculator, will be used regularly for instruction and assessment. Daily preparation for the class is essential since topics are continually building upon each other and connections between topics are continually examined. Common Core Math courses must be taken sequentially. Note: Students in this course must take the End-of-Course test for Common Core Math I.

Foundations of Math 2 (math credit) **20912X0** **1 credit**

Prerequisite/Recommendation: NC Math 1 (students will be placed into this course)

Foundations of Math 2 provides a review of basic mathematics topics needed to be successful in NC

Math II **22012X0** **1 credit**

Prerequisite(s): Algebra I/Common Core Math

This rigorous course expands on the concepts learned in **Common Core Math I** and focuses on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential functions from Common Core Math I. The geometry topics solidify the knowledge of concepts already encountered, and basic trigonometry is introduced. Students need to be able to solve equations with two variables and to simplify algebraic expressions, and they will broaden their use of the coordinate plane to include isometric transformations such as rotations, reflections, translations, and the non-isometric dilation transformation. The exploration of data includes expanding on ideas of probability to make and evaluate decisions. Students are consistently taught how to solve problems without the aid of a calculator, but appropriate technology, including the TI -83* or TI-84+ graphing calculator, will be used for instruction and assessment. Daily preparation for class is essential **since** topics continually build upon each other and connections between topics **are** continually **examined**. Common **Core** Math courses must be taken sequentially.

Honors Math II **22015X0** **1 credit**

Prerequisite(s): Algebra I/Common Core Math I & Teacher recommendation & 85+ in Math I/Math 1 Honors)

Honors Math 2 builds on students' study of algebraic concepts including functions, polynomials, equations, inequalities and rational expressions. Students will also begin making more in-depth connections by creating relationships and modeling of measurements and properties for one-, two-, and three-dimensional objects. Reasoning skills will be sharpened and students will further expand their use of the coordinate plane. Honors Math 2 curriculum is aligned to the Common Core. The topics include, but are not limited to: the real number system, equations and inequalities, functions, polynomials, congruence, foundations of geometry, transformations, probability, similarity, 2D and 3D measurement, circles, and basic trigonometry, with emphasis on their interconnectedness.

Math III**23015X0****1 credit***Prerequisite(s): Common Core Math II*

This course continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems.

Honors Math III**23015X0****1 credit***Prerequisite(s): 85+ in Math 11/Honors and Teacher Recommendation*

Honors Common Core Algebra II is designed to study the Common Core Algebra II curriculum in greater depth and with less teacher direction. Strong emphasis is placed on problem solving, investigations, analysis, discovery and independent thinking. Additional topics include sequence and series, advanced graphing theories and techniques, probability and introduction to limits. Students are expected to demonstrate proficiency with appropriate technology.

Math IV**24092X0****1 credit***Prerequisite: Math 1, II, & III*

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Honors Math IV**24095X0****1 credit***Prerequisite: Math 1, II, & III & teacher recommendation & 85+average)*

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

**** Additional Math options are also located under the North Carolina Virtual Public School and Wayne Community College course offerings. (WCC & NCVPS) Please refer to those websites for available courses. You may also contact the CCP coordinator at WCC with questions regarding the program. Students must meet the criteria for enrollment in WCC and/or NCVPS courses. A WPA request form must be completed that includes the parent's signature to indicate permission to register. The WPA high school dean must approve/deny the course request prior to enrollment in WCC or NCVPS courses.*

SCIENCE COURSES

REQUIRED COURSES & Electives

Earth Environmental Science

35012X0

1 credit

Earth/Environmental Science focuses on the functions of the Earth's systems. This includes the following concepts: solar system and its position in the universe, tectonic processes, origin and evolution of the earth system, weather and climate, water quality, and human impacts on the earth systems. Students will be involved in a heavy inquiry-based laboratory experience to also build on experimentation and science process skills.

Honors Earth/Environmental Science

35015X0

1 credit

Prerequisite: Teacher recommendation & 85+ average

All topics covered in Earth/Environmental Science will be covered in this course with increased depth. Additional topics will be added for enrichment. Earth/Environmental Science focuses on the functions of the Earth's systems. This includes the following concepts: solar system and its position in the universe, tectonic processes, origin and evolution of the earth system, weather and climate, water quality, and human impacts on the earth systems. Students will be involved in a heavy inquiry-based laboratory experience to also build on experimentation and science process skills.

Physical Science

34102X0

1 credit

This course covers the fundamentals of both chemistry and physics. Physics topics include the fundamentals of physical science, forces and energy, and the nature of matter and electricity. Areas related to chemistry cover the atomic structure of matter, radioactivity, physical and chemical properties of matter, periodic trends, and types of reactions.

Biology

33202X0

1 credit

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 phase of each phase of the course. The final exam is North Carolina Biology End-of-Course Test.

Honors Biology

33205X0

1 credit

Prerequisite: Teacher Recommendation & 85+ average in Science)

Content and principles for biology are taught but at a 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 science courses.

The final exam is the North Carolina Biology End-of-Course Test.

Honors Chemistry

34205X0

1 credit

Recommended prerequisite: Honors Math III or teacher recommendation & 85+ average in Science)

The composition and properties of matter. It also provides an investigation of theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

Microbiology Honors (11th & 12th grade elective)

33705X0

1 credit

Prerequisite: Teacher Recommendation & 85+ average in Chemistry

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications.

Marine Science (10th-12th grade elective)

35352X0

1 credit

Prerequisite: 85+ in Science

Marine Science A covers the geological and chemical divisions of oceanography. Geological oceanography is the study of the seafloor; what it is made of and how it "works". Students will study the concepts of plate tectonics, continental margins, ocean basins, sedimentation, and the structure of the seafloor.

SOCIAL STUDIES COURSES

World History (9th grade)

43032X0

1 credit

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.

Honors World History (9th grade)

43035X0

1 credit

(Teacher Recommendation & 85+ average in Social Studies)

This honors course is designed to challenge academically advanced/gifted, highly motivated students who have developed good reading, writing, and critical thinking skills in English and Social Studies. 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. 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.

Founding Principles of the United States of America and North Carolina: Civic Literacy

(10th grade)

43182X0

1 credit

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

Founding Principles of the United States of America and North Carolina: Civic Literacy Honors

(10th grade)

43185X0

1 credit

(Teacher Recommendation & 85+ average in Social Studies)

Students in the honors level Founding Principles course will be required to engage at a more rigorous level with the material. Students may be required to read additional primary source documents, prove application of knowledge, and utilize other methods of demonstrating content mastery of material.

American History (11th grade)**43112X0****1 credit**

Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

American History Honors (11th grade)**43115X0****1 credit**

(Teacher Recommendation & 85+ average in Social Studies)

American History Honors provides an honors level course consisting of standards that have been identified in the NC Essential Standards for American History. The course extends students' knowledge of specific concepts within the American History course.

Economics and Personal Finance (12th grade)**43192X0****1 credit**

The Economics and Personal Finance course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include, at a minimum, the following: 1) The true cost of credit, 2) Choosing and managing a credit card, 3) Borrowing money for an automobile or other large purchase, 4) Home mortgages, 5) Credit scoring and credit reports, 5a) Planning and paying for postsecondary education, 6) Other relevant financial literacy issues. The following strands can be identified in this course: Income and Education (IE); Money and Credit Management (MCM); Financial Planning (FP); Critical Consumerism (CC); and Economics (E).

Economics and Personal Finance Honors (12th grade)**43195X0****1 credit**

(Teacher Recommendation & 85 + average in Social Studies)

This course provides a greater depth of study for the identified standards for this course.

Social Studies Electives

World Cultural Studies**48002X0****1 credit**

World Cultural Studies aims to empower emerging global citizens to have a deeper understanding of the human experience. Students will examine major geographical, cultural and historical themes in addition to the current issues of different regions throughout the world. Students will frequently apply their knowledge and skills to the overarching question: How has the human experience changed and continued over time and place?

ART COURSES

Visual Arts I

54152XS0

1 credit

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, fibers, ceramics, art history, and three-dimensional design.

Visual Arts II

54162X0

1 credit

Prerequisite(s): Visual Arts I

This course offers an in-depth study of design through repeated use of art elements; for example, 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 using materials such as wood, clay, graphics with processes involving silk screening and/or woodcuts, and fibers (loom weaving and batik).

Visual Arts III Honors

54175X0

1 credit (HN)

Prerequisite(s): Visual Arts II and teacher recommendation

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 Honors

54185X0

1 credit (HN)

Prerequisite(s): Visual Arts III and teacher recommendation

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

HEALTHFUL LIVING COURSES

Health/PE

60492X0

1 credit

****Required Course***

The Healthful Living Curriculum is designed to help individual develop proactive health promoting behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management, substance abuse, family life, CPR, and first aid. The physical education component stresses lifetime sports, gymnastics, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health-related fitness and to develop the knowledge and skills to implement their own personal fitness program. **Completion of this course is required to meet the North Carolina High School graduation requirements.**

Physical Fitness Elective Courses

Physical Fitness II

60392X0

1 credit

Prerequisite: *Health and Physical Education- Grades 9 – 12*

An extension of Health and Physical Education, this course allows students to increase strength, endurance, fine motor skills, and knowledge in updated health practices. Physical Education: Grades 9 – 12 is an extension of Health and Physical Education. Topics include weight lifting, basic anatomy, sports injury, first aid, body conditioning, and practices in lifetime and recreational sports.

Leisure Sports Physical Education

60392X0LPE

1 credit

Prerequisite: *Health and Physical Education- Grades 9 – 12*

Students learn the components of fitness, benefits of fitness, safety and technique, and good nutrition. Students participate in daily physical activities.

Weight Training & Fitness (Boys)

60612X01B

1 credit

Prerequisite: *Physical Education Teacher or Coach Recommendation*

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

Weight Training & Fitness (Girls)

60612X1G

1 credit

Prerequisite: *Physical Education Teacher or Coach Recommendation*

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

Agricultural Education Elective Courses

Agriscience Applications

AU102X0

1 credit

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

Animal Science I

AA212X0

1 credit

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

Animal Science II Honors - Small Animals

AA235X0

1 credit

Prerequisite: Animal Science I & Teacher Recommendation

Topics include animal waste management, animal science, economics, and decision-making, global concerns in the industry, genetics, and breeding. This course is taught more in-depth.

Animal Science II Honors - Large Animals

AA225X0

1 credit

Prerequisite: Animal Science I

This course includes more advanced scientific principles and communication skills and animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English/language arts, mathematics, and science are reinforced.

Natural Resources I

AN512X0

1 credit

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

Natural Resources II -Honors

AN525X0

1 credit

Prerequisite: Natural Resources I & Teacher Recommendation

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

Horticulture I

AP412X0

1 credit

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

Horticulture II Honors

AP425X0

1 credit

Prerequisite: Horticulture I & Teacher Recommendation

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English/language arts, mathematics, and science are reinforced.

Business & Marketing Elective Courses

Principles of Business & Finance

BF102X0

1 credit

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

Business Management I

BB402X0

1 credit

Pre-requisite: Principles of Business & Finance

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical- thinking skills.

Sports & Entertainment Marketing I

MH312X0

1 credit

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

Sports & Entertainment Marketing II Honors

MH325X0

1 credit

Prerequisite: MH31 Sports & Entertainment Marketing I & Teacher Recommendation

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced.

Business Law

BB302X0

1 credit

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

Information Technology

Introduction to Computer Science

BL082X0

1 credit

Introduction to the central ideas, practices and impact of computer science and computational thinking. Topics may include: basic typing skills, use of Web Browsers, use of Microsoft Office applications, file maintenance, and organization skills. This course will also develop such skills as proper Email Etiquette, use of the internet for research, basic computer troubleshooting, and online privacy, security, and safety skills.

Computer Science Principles I

BP412X0

1 Credit

Prerequisite: Introduction to Computer Science

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

Computer Science Principles II (Pending)

BP422X0

1 Credit

Prerequisite: Computer Science Principles I

Prerequisite: Computer Science Principles I This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) building on the foundation of Computer Science Principles I. This course offers a more in depth examination of the “big CS ideas” including a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their computing skills to include more complex constructs including objects and data abstraction.

Health Sciences Elective Courses

PLTW Principles of Biomedical Sciences Honors

HP705X0

1 credit

Prerequisite: Teacher Recommendation

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices. (*This course is not offered at the standard level.*)

PLTW Human Body Systems Honors

HP715X0

1 credit

Prerequisite: HP70 PLTW Principles of Biomedical Science & Teacher Recommendation

In this course students examine the human body systems, design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. (This course is not offered at the standard level.)

Dual Enrollment/ Career and College Promise (WCC courses)

Career & College Promise (CCP) is North Carolina's tuition-free dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. In order to be eligible, in addition to other criteria established by institutions of higher education, a student must be a high school junior or senior. High school freshmen and sophomores, who are otherwise eligible, may participate in the Career and Technical Education pathway for engineering technologies, industrial technologies, agriculture and natural resources technologies, or transportation systems technologies certificate and diploma.

College Transfer Program (Juniors/Seniors):

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

Career and Technical Education Program (Junior/Seniors):

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

Career and Technical Education Program (Freshmen/Sophomores):

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

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

Application Procedure

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

CCP Course Credit

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

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

Please refer to the link below for more information regarding dual college credit / Career & College Promise opportunities:

<https://www.waynecc.edu/career-and-college-promise/>

For questions regarding Career & College Promise / Dual credit allowances, please contact one of the Wayne Community College advisors listed below: ***(Please contact Ms. Waller for all initial inquiries)***

Lorie Waller

Director of High School Cooperative Programs
919-739-6757

loriew@waynecc.edu

Lisa Rich

Cooperative High School Programs Specialist
919-739-6758

lrich@waynecc.edu

Dual Credit Allowances for Career & College Promise

Effective 2016, Updated 2019

To support high school students who are earning college credit while in high school through Career and College Promise, NCDPI has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CM). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses will also receive high school course credit based on the chart below. Eligible high school students may enroll in these courses year-round through CCP.

Two versions of Dual Credit Allowances information are below. One chart is from the perspective of the UGETC courses; the next chart is from the perspective of high school graduation requirements.

For purposes of calculating student Grade Point Averages on the high school transcript, courses included on this chart are weighted in accordance with SBE policy GRAD-009.

Note: The State Board of Education revised state policy titled Course for Credit (CCRE-001) on September 7, 2017, to be implemented during the 2018-19 academic school year. The revised Course for Credit policy states that college and university courses of one and two credit hours will no longer receive high school dual credit but will continue to receive college credit. In certain circumstances, semester hour credit from community college courses with the same course prefix may be combined to meet the minimum three semester credit hours to be awarded high school credit.

Courses of three and four credit hours will continue to receive one high school dual credit. This change will only impact the high school transcript. The college transcript will continue to be the official record for the college.

Dual Enrollment/ Career & College Promise Placement Test Chart

To be eligible for enrollment in a College Transfer Pathway, students must meet ALL of the following criteria:

1. Be a high school junior or senior.
2. Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test. (see chart below)

Assessment	Minimum English Score	Minimum Reading Score	Minimum Mathematics Score
PSAT10 and PSAT/NMSQT	26 or a composite of 460 for Evidence-Based Reading and Writing	26 or a composite of 460 for Evidence-Based Reading and Writing	24.5 or 510
PreACT	18	22	22
ACT	18	22	22
SAT (After March 2016)	480 (Evidence-Based Reading & Writing)		530
NC DAP (NCCCS Cut Score)	Composite score of 151 or higher		7 on each assessment for DMA 010 through 060
RISE (NCCCS Cut Score)	75 or higher on Tier 1 and Tier 2		75 or higher on Tier 1, Tier 2, and Tier 3

Section 3.1.4 of NC State Board of Education Policy states:

College courses (“dual enrollment”) - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer Course List, and for courses taught at four-year universities and colleges.

The entire SBE Policy GCS-L-004 (3.1.4) can be accessed at:

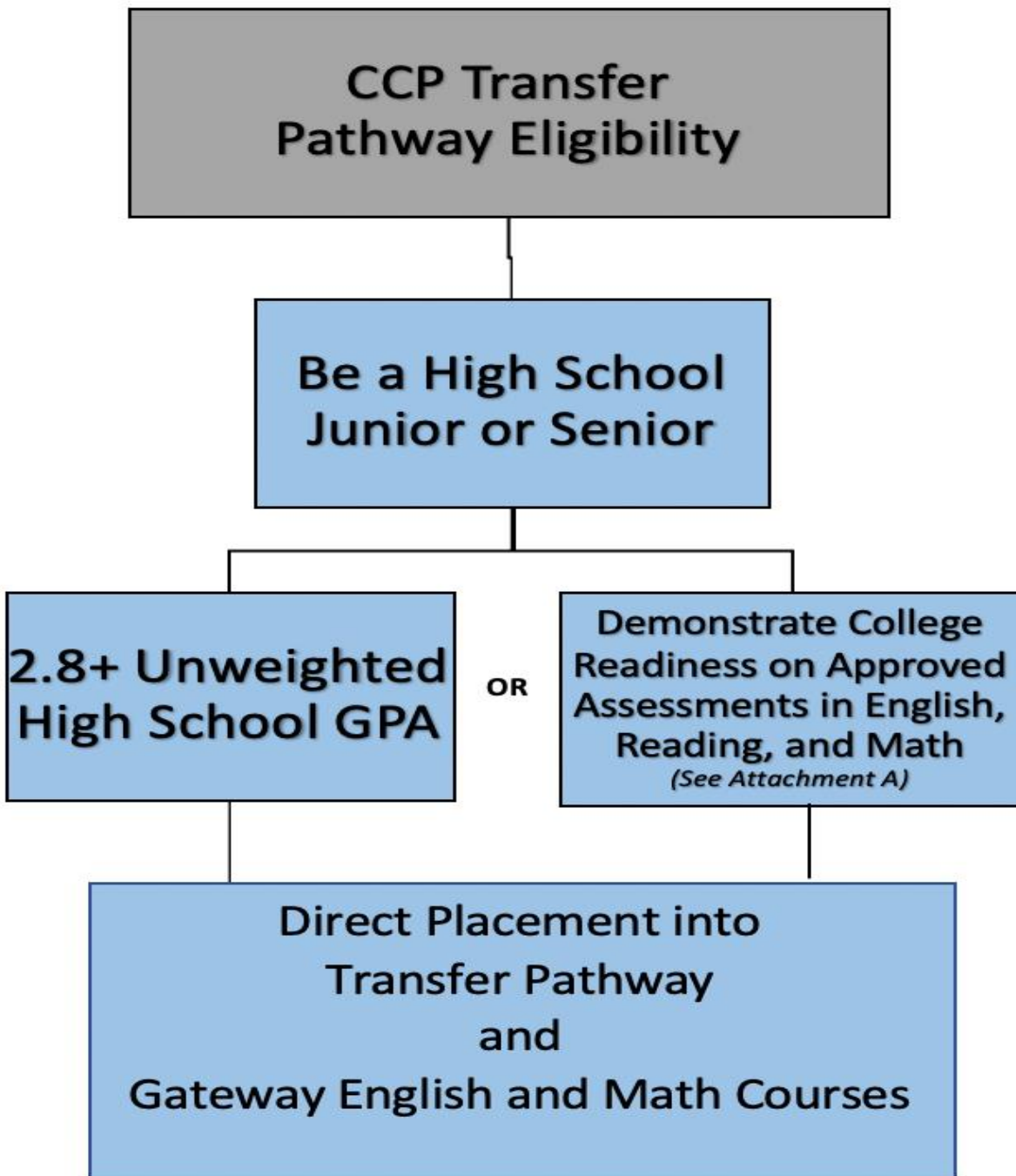
https://stateboard.ncpublicschools.gov/policy-manual/Graduation-Related-Policies/copy_of_electronically-generated-high-school-transcript_standards

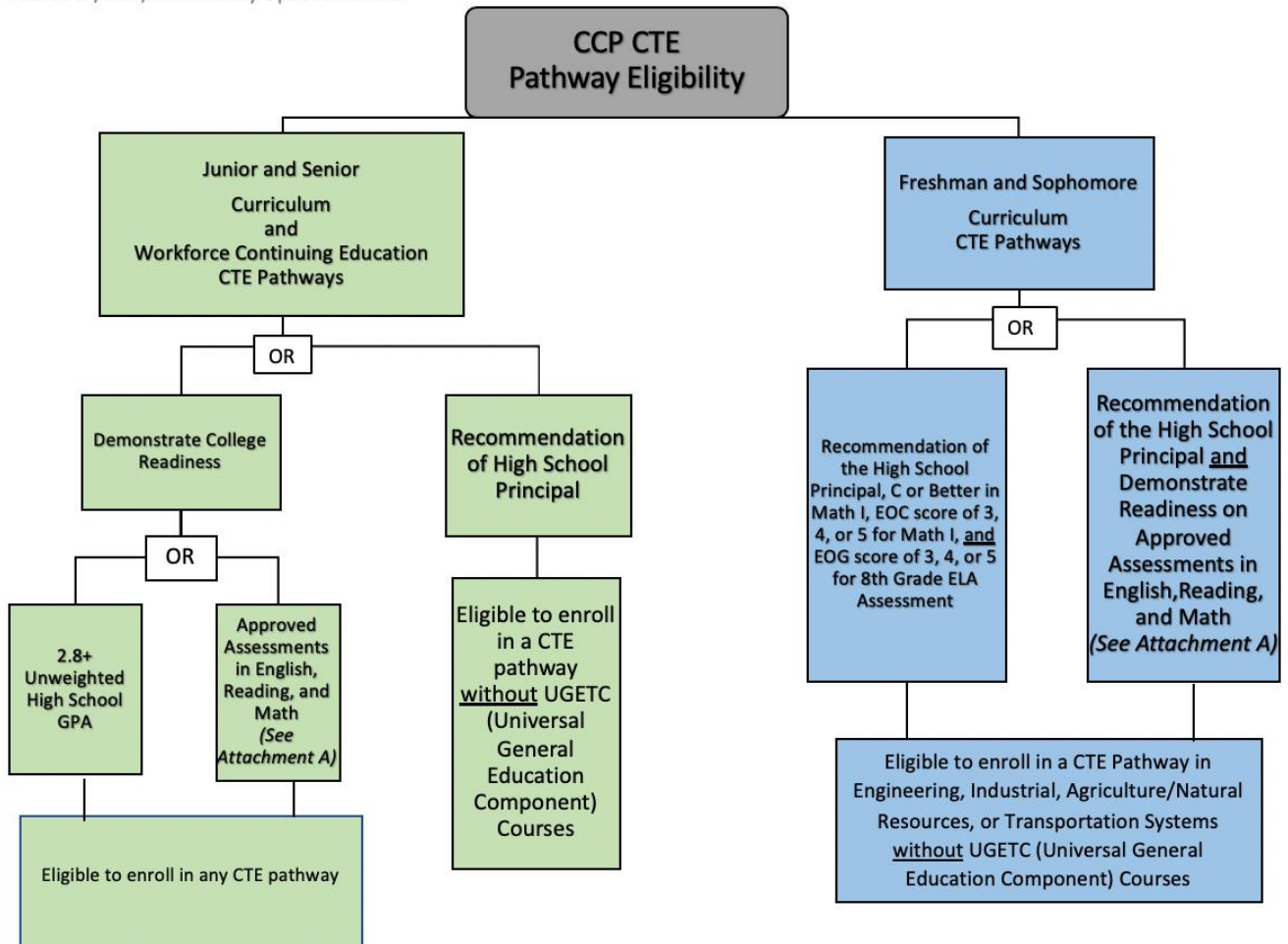
Based on the SBE policy, any course on the Transfer Course List will receive +1 quality points. Beginning with the freshman class entering 2015-16, this translates to an equivalent weight of an AP course. All other CCP courses will receive a standard-level weight on the HS transcript. For students entering 9th grade prior to 2015-16, the courses on the list still receive +1 quality point but carries the weight of an honors course instead. **The Comprehensive Articulation Agreement Transfer Course**

List can be accessed at: https://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/transfer_course_list_appendixg_2018v4.pdf

Policy For Students Taking Wayne Community College (WCC) and North Carolina Virtual Public Schools (NCVPS) Courses

It is a **senior privilege only** to leave school early or arrive late if taking WCC or NCVPS courses early morning or late afternoon. (This privilege also depends on the number of credits the senior needs to graduate.) WPA seniors may not leave and return between WPA and WCC/NCVPS courses. For example, a student could not attend WPA course 1st period, leave 2nd period for WCC or NCVPS, then return for 3rd or 4th periods at WPA. The only exception is if a WCC course is taught in-person and on the WCC campus. If a senior is registered for 2 classes (1 WPA and 1 WCC) and drops the WCC class, the senior will be required to remain at WPA for a non-credit study hall class period. Sophomores and juniors are not able to arrive late or leave early if they are taking WCC/NCVPS courses. All 9th, 10th, & 11th grade students must attend all 4 class periods at WPA.





Dual Enrollment/ CCP Career and Technical Education Pathways

To be eligible for enrollment in a Career Technical Education Pathway, high school students must meet ALL of the following criteria:

1. Be a high school junior or senior.
2. Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test or have the recommendation of the high school principal or his/her designee.

Agriculture and Natural Resources Agribusiness Technology Applied Animal Science Technology Sustainable Agriculture Turfgrass Management Technology Forest Management Technology	Industrial Technology Air Conditioning, Heating, Refrigeration/Comfort Cooling Air Conditioning, Heating, Refrigeration/Heat Pump Air Conditioning, Heating, Refrigeration/Heating Computer-Integrated Machining/CNC Programming Welding Technology Welding - MIG Welding - Stick Welding - TIG
Business Business Administration Accounting and Finance/Bookkeeping	Information Technology Simulation and Game Development Level Design for Simulation and Game Development Mobile Game Development Modeling and Animation Production for Simulation and Game Development Programming for Simulation and Game Development Systems and Hardware Support Systems Support
Early Childhood Early Childhood Education Infant/Toddler	Medical and Office Administration Medical Office Administration/Medical Insurance Medical Office Administration/Medical Scribe Office Administration
Emergency Management Public Safety Law Enforcement Management Fire Service Management EMS Management	Public Safety Criminal Justice Criminal Justice/Forensic Science
Engineering and Manufacturing Industrial Systems Technology Industrial Systems – Industrial Automation Industrial Systems – Mechanical Systems Mechatronics Engineering Technology Mechanical Engineering/Engineering Technology Business Administration/Operations Management	Transportation Collision Repair and Refinishing Technology Transportation Technology

The college may enroll high school **freshmen and sophomores** ONLY in Engineering, Industrial, Agricultural and Natural Resources, or Transportation Systems Technologies certificate and diploma programs. To be eligible for enrollment:

1. Have passed Math I with a grade of “C” or better.
2. Scored a 3, 4, or 5 on the End of Course Assessment (EOC) for Math I.
3. Scored a 3, 4, or 5 on the 8th Grade EOC for ELA Assessment.
4. Have recommendation of the high school Principal.

NC VIRTUAL PUBLIC SCHOOLS (NCVPS)

The purpose of the North Carolina Virtual Public School is to provide courses at no cost for students who are unable to schedule courses at their local schools. “Virtual learning” means registered students can take classes using their own computers, over the Internet. All students must have an operational computer available to them through their home, school, library, or other means in order to participate in this program. See the NCVPS [website](#) for minimal computer requirements.

Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teachers electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

Online learning isn’t for everyone. It takes a great deal of commitment, discipline and an occasional nudge from a dedicated parent or guardian. Attributes such as commitment, self-motivation and conscientious time management will greatly contribute to a student’s success as a virtual learner. Students should also have a good working knowledge of email, file transfers, the Internet and good keyboarding skills. Advanced computer skills are not necessary. Since most student communications are written, the ability to comprehend written instructions and to write clearly to communicate ideas and complete assignments is essential.

Every NCVPS course will be taught by NC certified teachers who are experts in their subject matter and have been trained to teach effectively in an online environment. Teachers and students interact regularly through email, voice mail, telephone conversations, and instant messenger. Students are encouraged to contact the teacher when there is a need.

Students interested in NCVPS MUST enroll through the WPA. To take an NCVPS course, students will need to contact their high school counselor and/or administrator each semester prior to registering with NCVPS. If students take a NCVPS course through WPA, then they must take the course for high school credit. Students may not withdraw from a NCVPS course after the 10-day drop period. See the NCVPS contact administrator/counselor at your school and visit <https://ncvps.org> for more information and course offerings. **Limited funding is available and course enrollment must be pre-approved.**

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

The purpose of the North Carolina Virtual Public School (NCVPS) is to provide e-learning opportunities to students. The legislation directed NCVPS to begin operations no later than June 30, 2007. The authorizing legislation for NCVPS states ‘NCVPS shall be available at no cost to all students in North Carolina who are enrolled in North Carolina’s public schools Department of Defense schools, and schools operated by the Bureau of Indian Affairs.’”

See more at: Please visit <https://ncvps.org> for additional information.
Wayne Preparatory Academy participates in the North Carolina Virtual Public School.

Criteria for enrolling in a NCVPS course:

In order to take an online course, there must be an established need for a graduation requirement within that semester or it must be an approved class not offered face-to-face at WPA.

Administrator approval is required for all online classes. (*Dean Approval Required. Parent permission form required*)

Grades 10-12 first time in NCVPS:

Must have a GPA of 2.5 unweighted or 3.0 weighted, whichever is higher.
No history of discipline issues in High School.

Upper classmen previously enrolled in NCVPS:

Must have a GPA of 2.5 unweighted or 3.0 weighted, whichever is higher.
No history of discipline issues in High School.
Must have passed previous NCVPS courses with a minimum grade of 80%

Students with and IEP or 504 Plan:

Must meet criteria for regular education students.
Must have EC Teacher’s approval (IEP) or 504 Coordinator’s/Counselor’s approval for 504

OCCUPATIONAL COURSE OF STUDY

OCS Preparation Courses

OCS Preparation I 9240BX0 (classes entering high school prior to 2021) **1 credit**

OCS Employment Prep I – Science 9260BX0 (classes entering high school beginning with the class of 2021) **1 credit**

Prerequisite: None

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career and 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.

OCS Preparation II 9241BX0 (classes entering high school prior to 2021) **(2 course credits/1 class each semester)**

OCS Employment Prep II – Citizenship IIA 9261BX0 & Employment Prep IIB 9262BX0

Prerequisite: Prep I (classes entering high school beginning with the class of 2021) **(2 course credits/1 class each semester)**

This course enables students to take one 180-minute class that emphasizes the development of skills generic to careers. This course content is focused on providing students with the basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills will also continue to be refined.

OCS Preparation III 9242BX0 (classes entering high school prior to 2021) **(2 course credits; 1 semester off-campus)**

OCS Employment Prep III – Citizenship 2A 9263BX0 & Employment III – Citizenship 2B 9264BX0

Prerequisite: Prep II (classes entering high school beginning with the class of 2021)

This course enables students to take one 180-minute class that is designed to continue the development and begin the application of skills learned in 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.

OCS Preparation IV & Curriculum Assistance 9243BX0/96102X0
(2 course credits; 1 semester off-campus)

OCS Employment Prep IV – Math 9265BX0 (classes entering high school beginning with the class of 2021)

Curriculum Assistance 96102X0

Prerequisite: Prep III **(2 course credits; 1 semester off-campus)**

Grade(s): 2 course blocks of student's senior year

This course gives students the opportunity to synthesize all the skills acquired in previous preparation courses and apply them to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Completion of this course assures that all training and paid employment hours have been completed and students are eligible for graduation.

Curriculum Assistance

This course is taken in combination with OCS Preparation IV.

This course will allow the student the opportunity to complete the required training hours to meet graduation requirements.

OCS English Courses

OCS English I

9210BX0

1 credit

Prerequisite: None

This course covers standards in the areas of communication, language and meaning, critical thinking, and research. Students will use the writing process to develop a product and understand appropriate presentation skills. Use of a variety of strategies to comprehend texts and understand appropriate language and conventions in all forms of communication will be a focus in the course. Students will be expected to analyze cause and effect relationships in literature and real life, analyses of cause and effect relationships in literature and real life, and analyses of events in the context of culture and literature. Students will develop an understanding of literary elements and rhetorical techniques as well as literary and informational texts. Application of research tools and techniques to selected topics will be presented. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

OCS English II

9211BX0

1 credit

Prerequisite: English I

This course covers standards in the areas of oral and written communication, language and meaning, critical thinking and research in a more complex manner. Students will create increasingly complex oral and written responses for a variety of audiences, purposes, and contexts. The learner will use these skills in the development of presentations. Students will use a variety of strategies to comprehend text, and use appropriate language and conventions in all forms of communications. Analyses of texts in visual, auditory, and digital formats will be taught. Students will create research studies focusing on global issues and create oral, written, and visual products focusing on global issues. At the completion of this course, students must be assessed using the English II EOC with documented accommodations and modifications. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

OCS English III

9212BX0

1 credit

Prerequisite: English II

This course covers standards in the areas of communication, language and meaning, critical thinking and research through multifaceted approaches. Students will develop an understanding of literary and informational texts. They will use appropriate communication skills in employment, post-secondary education/training and independent living settings and be able to create written products using a template or form. Focusing on post-secondary education/training and independent living, the student will apply reading and comprehension strategies to informational texts in the specific domains. The learner will carry out problem-solving process as it relates to personal life situations and apply the knowledge of cause and effect to decision making. The course will summarize the importance of forming a viewpoint in situations related to adult living.

* At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

OCS English IV

9213BX0

1 credit

Prerequisite: English III

This course covers standards in the areas of communication, language and meaning, critical thinking and research through comprehensive methodologies. Students will apply information from literary and informational texts to carry out adult-living tasks and activities. They will communicate options that can be used to a variety of audiences.

The course requires the student to construct written products without reliance on templates and/or forms and apply reading comprehension strategies to informational texts found in employment, post-secondary education/training, and independent living domains. The course requires the student to develop plans to solve problems that occur in adult life, while being able attribute the impact of cause and effect on a given real life problem and to generate a viewpoint based on current events in written text or personal life situations. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

OCS Math Courses

OCS Introduction to Mathematics I

9220BX0

1 credit

Prerequisite: None

This course covers number and operations, geometry, measurement, algebra, statistics and probability. It uses the core standards so students can understand rational numbers, apply mathematical operations with rational numbers, and apply ratios, proportions and percentages to solve problems. Students will use time and measurement to solve problems. Algebraic properties will be used to solve problems and to understand patterns and relationships. Students will develop an understanding of data in terms of graphical displays, measure of center and range. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher.

OCS NC Math I

9225BX0

1 credit

Prerequisite: Introduction to Mathematics

This course uses the core standards to provide students a more complex mathematical curriculum. Following the format studied in Introduction to Mathematics, the course covers number and operations, geometry, measurement, algebra, statistics and probability, while adding the area of discrete algebra. Students will be required to use ratios and rates to solve problems and use properties of exponents to simplify expressions. They will use properties and strategies to combine and factor algebraic expressions, use direct and indirect variations to solve problems, analyze patterns of change in functional relationships, understand functions based on mathematical and real world phenomena, and use strategies to find solutions for linear and exponential relationships. They will be required to analyze properties of geometric shapes in the Cartesian coordinate system and use formulas to solve problems involving area and volume. They will analyze statistical distributions in terms of the relationships among shape, center, spread and outliers and infer trends in bivariate data. Students will use vertex-edge graphs to route and optimize critical paths. At the completion of this course, students must be assessed using the Algebra I EOC with documented accommodations/ modifications.

* At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher.

OCS Financial Management

9222BX0

1 credit

Prerequisite: Math I

This course focuses on the application of skills needed for independent living. Emphasis is placed on financial management and planning. Students will develop an understanding of state and federal income taxes, wages compensation, and the use of credit. They will be introduced to different types of insurance to meet personal needs while applying math skills to consumer spending. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher. (NOTE: CTE Personal Finance can substitute for Financial Management in addition to counting as a CTE credit)

OCS Science Courses

OCS Applied Science

9231BX0

1 credit

Prerequisite: None

This course covers core standards in forces and motion, energy, electricity and magnetism, matter, chemicals, and the environment. Through course design the students will learn concepts and describe attributes associated with weight, mass, and types of force. Energy and conservation will be defined with an explanation of related effects. Students will develop an understanding of electricity and magnetism as well as the properties of matter. They will identify the uses and dangers of common chemicals. The course covers how humans can have positive and negative effects on the environment. Students will develop an understanding of the human body's basic needs and control systems (including common health indicators). *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified science teacher as well as a face-to-face OCS teacher.

OCS Biology

9232BX0

1 credit

Prerequisite: Applied Science

This course covers standards in the areas of structure and functions of living organisms, evolution & genetics, and molecular biology. Students will understand the relationship between the structures and functions of cells and their organelles and the analysis of the cell as a living system. Students will explore the interdependence of living organisms within their environment and learn the impact of human activities on the environment generation to generation. The course explains how traits are determined by the structure and function of DNA and how the environment, and/or the interaction of alleles, influences the expression of genetic traits, as well as the application of DNA technology. The theory of evolution by natural selection as a mechanism for how species change over time is covered, including how classification systems are developed based upon speciation. Students will develop an understanding of how biological molecules are essential to the survival of living organisms. They will analyze the relationship between biochemical processes and energy use. At the completion of the course, the student must be assessed using the Biology EOC with documented accommodations and modifications. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified science teacher as well as a face-to-face OCS teacher.

OCS Social Studies Courses

(OCS students entering high school in the 2020/2021 school year and beyond only)

OCS Founding Principles of the United States of American and North Carolina: Civic Literacy 9249BX0 1 credit

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

OCS Economics and Personal Finance 9251BX0 1 credit

The Economics and Personal Finance course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include, at a minimum, the following: 1) The true cost of credit, 2) Choosing and managing a credit card, 3) Borrowing money for an automobile or other large purchase, 4) Home mortgages, 5) Credit scoring and credit reports, 5a) Planning and paying for postsecondary education, 6) Other relevant financial literacy issues. **The following strands can be identified in this course:** Income and Education (IE); Money and Credit Management (MCM); Financial Planning (FP); Critical Consumerism (CC); and Economics (E).

(OCS Students entering high school in the 2019-2020 school year only):

OCS American History: Founding Principles, Civics & Economics 9249BX0 1 credit

Prerequisite: None

American History: The Founding Principles, Civics, and Economics is a new name for the Civics and Economics graduation requirement. It has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal financial literacy. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified social studies teacher as well as a face-to-face OCS teacher.

OCS American History II 9248BX0 1 credit

The course is strategically aligned with the North Carolina Essential Standards for American History II. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America's dependence on evolving technologies. Students will also learn about 19th – 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America. Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom's Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. *At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified social studies teacher as well as a face-to-face OCS teacher.

College Foundation of North Carolina (cfnc.org)

CFNC can help you plan, apply, and pay for college. At the CFNC website, you can access tools and resources such as the high school planner, test preparation, student loan information, career resources, scholarships, and transcript manager. All WCPS high schools participate in the annual “Countdown to College” month in October which is designed to assist students with the college application process. WCPS students should use the CFNC Electronic Transcript as the primary method of sending transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities, and community colleges accept the CFNC Electronic Transcript. These transcripts are free to students and are sent within one day of the request through the student CFNC online account.

Residency Determination Service (ncresidency.cfnc.org)

To qualify for in-state tuition or to establish eligibility for state grant determination under North Carolina law, a student must prove:

- they established and maintained their legal residence in North Carolina for 12 months before claiming residency
- intent and capacity to maintain permanent legal residence in North Carolina
- they are here for a purpose other than going to college (*some students may never qualify as an in-state resident for tuition purposes, particularly if they came to North Carolina to attend college*)

Simply residing in North Carolina is NOT enough. A student must show permanent ties to North Carolina by proving that any previous state of residence has been abandoned. Students may not have more than one legal residence (domicile) at one time.

College Admissions: Terms to Know

Source: <https://bigfuture.collegeboard.org/get-in/applying-101/college-admission-glossary>

ACT/PACT (actstudent.org): A standardized college admission test. It features four main sections: English, math, reading and science and an optional essay section.

Admission Tests: Also known as college entrance exams, these are tests designed to measure students’ skills and help colleges evaluate how ready students are for college-level work. The ACT and the College Board’s SAT are two standardized admission tests used in the United States. The word “standardized” means that the test measures the same thing in the same way for everyone who takes it.

Articulation Agreement: An agreement between two-year and four-year colleges that makes it easier to transfer credits between them. It spells out which courses count for degree credit and the grades you need to earn to get credit.

ASVAB (Armed Services Vocational Aptitude Battery): An aptitude test to assess an individual’s natural abilities and skills. It is administered by the United States Military Entrance Processing Command and used to determine qualification for enlistment in all branches of the military. Whether considering the military or other career options, the ASVAB is an excellent tool to help determine your own natural abilities that will assist you in making an informed career choice.

Candidates Reply Date Agreement (CRDA): An agreement many colleges follow that gives applicants until May 1 to accept or decline offers of admission. This agreement gives students time to get responses from most of the colleges they have applied to before deciding on one.

Coalition Application (coalitionforcollegeaccess.org): A standard application form accepted by members of the Coalition for Access, Affordability, and Success. You can use this application to apply to any of the more than 90 colleges and universities that are members of the Coalition.

College Application Essay: An essay that a college requires students to write and submit as part of their application. Some colleges offer applicants specific questions to answer, while others simply ask applicants to write about themselves. Colleges may refer to this as a “personal statement.”

Common Application (commonapp.org): A standard application form accepted by all colleges that are members of the Common Application Association. You can fill out this application once and submit it to any of the nearly 700 colleges that accept it.

Deferred Admission: Permission from a college that has accepted you to postpone enrolling in the college. The postponement is usually for up to one year.

Early Action (EA): An option to submit your applications before the regular deadlines. When you apply early action, you get admission decisions from colleges earlier than usual. Early action plans are not binding, which means that you do not have to enroll in a college if you are accepted early action. Some colleges have an early action option called EA II, which has a later application deadline than their regular EA plan.

Early Decision (ED): An option to submit an application to your first-choice college before the regular deadline. When you apply early decision, you get an admission decision earlier than usual. Early decision plans are binding. You agree to enroll in the college immediately if admitted and offered a financial aid package that meets your needs. Some colleges have an early decision option called ED II, which has a later application deadline than their regular ED plan. 71

Financial Aid (fafsa.ed.gov): Money given or loaned to you to help pay for college. Financial aid can come from federal and state governments, colleges, and private organizations.

Grant: Sometimes referred to as grant-in-aid or gift aid which does not have to be repaid; usually given to students with outstanding ability in general scholarship, athletics, or the arts (music, drama, art, etc.)

Legacy Applicant: A college applicant with a relative (usually a parent or grandparent) who graduated from that college. Some colleges give preference to legacy applicants (also called “legacies”).

Loan: Money borrowed from federal, state, college sources, or commercial bank, usually interest-free while you are in school. Normally you must begin to repay this nine months after leaving school.

Need-Blind Admission: A policy of making admission decisions without considering the financial circumstances of applicants. Colleges that use this policy may not offer enough financial aid to meet a student’s full need.

Open Admission: A policy of accepting any high school graduate, no matter what his or her grades are, until all spaces in the incoming class are filled. Almost all two-year community colleges have an open-admission policy. However, a college with a general open admission policy may have admission requirements for certain programs.

Placement Tests: Tests that measure the academic skills needed for college-level work. They cover reading, writing, math and sometimes other subjects. Placement test results help determine what courses you are ready for and whether you would benefit from remedial classes.

PACT: This test serves as practice for the ACT. It is an educational and career planning assessment that can identify whether students are prepared for success in college and beyond. The PACT is given to all 10th graders during the school day in the fall semester.

PSAT/NMSQT (National Merit Scholarship Qualifying Test): This test serves as (1) practice for the SAT, (2) a rough indicator of how a student may score on the SAT, (3) the qualifying test for National Merit Scholarship Semifinalists (juniors only), and (4) qualifying test for some scholarship programs. Sophomores and juniors are strongly encouraged to take the test both years. Test is given in Oct.

Priority Date or Deadline: The date by which your application (whether it's for college admission, student housing or financial aid) must be received to be given the strongest consideration.

Rolling Admission: An admission policy of considering each application as soon as all required information (such as high school records and test scores) has been received, rather than setting an application deadline and reviewing applications in a batch. Colleges that use a rolling admission policy usually notify applicants of admission decisions quickly.

SAT (collegeboard.org): The College Board's standardized college admission test. It features three main sections: math, reading and writing, which includes a written essay.

SAT Subject Tests (collegeboard.org): Hour-long, content-based college admission tests that allow you to showcase achievement in specific subject areas: English, history, math, science and languages. Some colleges use Subject Tests to place students into the appropriate courses as well as in admission decisions. Based on your performance on the test(s), you could potentially fulfill basic requirements or earn credit for introductory-level courses.

Scholarship: Gift aid which does not have to be repaid and may be based upon merit and/or financial need, including awards given to students with outstanding ability in general scholarship, athletics, or the arts (music, drama, art, etc.).

Sophomore Standing: The status of a second-year student. A college may grant sophomore standing to an incoming freshman if he or she has earned college credits through courses, exams or other programs.

Transfer Student: A student who enrolls in a college after having attended another college.

Undergraduate: A college student who is working toward an associate or a bachelor's degree.

Universal College Application (universalcollegeapp.com): A standard application form accepted by all colleges that are Universal College Application members. You can fill out this application once and submit it to any one (or several) of the more than 3,044 colleges that accept it.

Waiting List: The list of applicants who may be admitted to a college if space becomes available. Colleges wait to hear if all the students they accepted decide to attend. If students don't enroll and there are empty spots, a college may fill them with students who are on the waiting list.

Work-Study Program: A federal program which provides part-time employment on campus and in community agencies. Students typically work ten to fifteen hours per week, according to their class schedules.

HIGH SCHOOL STUDENT GRADE-LEVEL CHECK SHEET

9th Grade:

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

10th Grade:

- ☐ Consider taking the PSAT (preliminary SAT). This test is given only in October.
- ☐ Take the PACT (preliminary ACT) at your school. This test measures college readiness and career potential; it is administered to all 10th graders in NC in October.
- ☐ Select challenging courses which will maintain your class rank/GPA. Take the hardest courses in areas where you excel; investigate Honors and/or Advanced Placement (AP) courses.
- ☐ Investigate college course requirements. Check out college-based experience programs.
- ☐ Plan an interesting summer, possibly participating in a challenging summer enrichment program or a community activity, or continue volunteer services.
- ☐ Establish your CFNC account, if you have not ~ or ~ Update your CFNC account and explore its valuable career and college tools.

11th Grade:

- ☐ Attend "College Day" at your high school's designated location or one designated for your county.
- ☐ Consider taking the PSAT/National Merit Scholarship Qualifying Test (NMSQT). National Merit Scholarship semifinalists are selected from only 11th grade students who take this test in the eleventh grade. This test is given only in October.
- ☐ Take the ASVAB in the Fall Semester if interested in a career in the Military.
- ☐ Take the ACT during the school day administration at your high school (March).
- ☐ Ask your parents to check on scholarship programs that may be offered through their employers.
- ☐ At mid-year, begin to investigate specific college possibilities.
- ☐ Sign up to talk with visiting college representatives.
- ☐ Check college websites for specific entrance requirements (courses, tests, dates).
- ☐ Attend a Financial Aid Workshop held in your area. (*FAFSA questions can often be answered through our local community college*)
- ☐ Take the SAT or ACT in May or June, including subject tests if required by a college you are considering. Get registration materials from the School Counseling Office or register online at sat.collegeboard.org and/or actstudent.org.
- ☐ Spring and summer are the times to visit college admissions offices. Email or call ahead for an appointment, and ask about financial aid and scholarships. You can often take virtual tours of colleges. The following is a link to a great virtual tour of the UNC system schools: <https://tinyurl.com/y7uqant3>. This may save some time and expense of actual college visits by narrowing your list of colleges you may wish to apply. Make sure the college(s) you are considering have the program of study you are considering pursuing.
- ☐ Update your CFNC account and explore its valuable career and college tools.

12th Grade:

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