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HIGH SCHOOL

PLANNING GUIDE

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High School Directory

Ardrey Kell980-343-0860

9500 Community House Road

Phillip O. Berry Academy of Technology980-343-5992

1430 Alleghany Street

Butler.....980-343-6300

1810 Matthews-Mint Hill Road, Matthews

Cato Middle College980-343-1452

8120 Grier Road

East Mecklenburg.....980-343-6430

6800 Monroe Road

Garinger980-343-6450

1100 Eastway Drive

Business/Finance at GHS980-343-1473

International Studies School at GHS980-343-1092

Leadership & Public Service at GHS.....980-343-1477

Math/Science at GHS980-343-1479

New Technology at GHS.....980-343-1093

Harding University980-343-6007

2001 Alleghany Street

Hawthorne980-343-6011

1411 Hawthorne Lane

Hopewell980-343-5988

11530 Beatties Ford Road

William A. Hough980-344-0511

12420 Bailey Road

Independence980-343-6900

1967 Patriot Drive

Mallard Creek.....980-343-1341

3901 Johnston Oehler Road

Midwood980-343-3697

1817 Central Avenue

Military & Global Leadership Academy

at Marie G. Davis980-343-0006

3343 Griffith Street

Myers Park.....980-343-5800

2400 Colony Road

North Mecklenburg.....980-343-3840

11201 Old Statesville Road, Huntersville

Northwest School of the Arts980-343-5500

1415 Beatties Ford Road

Olympic980-343-3800

4301 Sandy Porter Road

School of Biotechnology, Health and Public
Administration at OHS.....980-343-1110

School of International Business and Communications
Studies at OHS.....980-343-1104

School of International Studies and Global
Economics at OHS980-343-1113

Math, Engineering, Technology and
Science at OHS980-343-1101

Renaissance School at OHS980-343-1107

Performance Learning Center980-343-1118

1400 N. Graham St.

Providence980-343-5390

1800 Pineville-Matthews Road

Rocky River980-344-0409

10505 Clear Creek Commerce Drive

South Mecklenburg.....980-343-3600

8900 Park Road

Turning Point Academy980-343-5231

2300 W. Sugar Creek Road

Vance.....980-343-5284

7600 IBM Drive

West Charlotte980-343-6060

2219 Senior Drive

West Mecklenburg980-343-6080

7400 Tuckaseegee Road

High School Magnet Programs

High School Magnet Entrance and Continuation Requirements – 2011-2012 School Year

Entrance Requirements for High School Magnet Programs

Students interested in applying to these magnet programs should meet the requirements for the grade levels indicated, or they will forfeit their magnet seat and be returned to their home school. Any designated entrance requirement must also be met before the sibling guarantee is applied.

- An acknowledgement of magnet program expectations and entrance and continuation requirements is necessary in order to submit an online application. Individuals submitting a Request for Reassignment/Transfer form must also acknowledge the magnet expectations agreement, or the request can not be processed.
- International Baccalaureate (grades 9-12) – Students entering the high school IB program must be promoted at the end of the school year in which the application is made. Students entering grade 9 must score at or above grade level (level III or IV) in Reading and Math proficiency based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grade 10 must score at level III or IV in English and Math proficiency on EOC tests taken in the school year prior to attending. In order to enter the IB Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Geometry; Algebra II or Algebra II/Trig; Biology and/or Environmental Science; Chemistry and/or Physics; World History; Civics and Economics; and Level III of Language B (e.g., French, German, or Spanish). Students entering in grade 11 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school. Only students currently enrolled in an IB Diploma Program will be accepted into grade 12.
- Math, Science and Environmental Studies (grades 9-12) – Students entering grade 9 must score at or above grade level (level III or IV) on Math and Science proficiency based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. In addition, rising 9th graders must have successfully completed Algebra I at grade 8. If students do not successfully complete Algebra I in grade 8, they must have achieved level IV on the Math grade 8 EOG test. Students entering grade 10 must score level III or IV in Math proficiency on the EOC math test taken in the school year prior to attending. Students entering in grade 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.
- Military and Global Leadership Academy at Marie G. Davis (grades 9-12) – Students entering grades 9-12 must submit a statement of interest and participate in a placement interview prior to the end of the lottery application period. Late interviews will be conducted after this date on a space-available basis, and these students will become part of the wait pool. Students entering the Academy may not have been previously retained in middle or high school and must be promoted at the end of the school year in which the application is made. Contact the school for times and dates (980-343-0006).

- Northwest School of the Arts (grades 9-12) – Students entering grades 9-12, including current NWSA eighth grade students, must submit a NWSA audition application and participate in a placement audition or portfolio assessment prior to the end of the lottery application period. Late auditions will be conducted after this date on a space-available basis, and these students will become part of the established wait pool. Contact the school for audition dates and times (980-343-5500).
- Phillip O. Berry Academy of Technology (grades 9-12) – Students entering grade 9 must score at or above grade level (level III or IV) in Reading and Math proficiency based on EOG tests taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. Students entering grade 10 must score level III or IV in English and Math proficiency on EOC tests taken in the school year prior to attending. Students entering in grades 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.
- World Languages – Language Immersion (grades 9-12) – Students entering the Academy of International Languages at grades 9-10 must score at or above grade level (level III or IV) on Reading proficiency, based on the Reading EOG or English 1 EOC test taken in the school year prior to attending. Students who retest must meet level III or IV on the first retest. In addition to the Reading/English proficiency requirement, students entering grade 9 must have successfully completed the first level of a world language prior to attending, or be willing to take both level 1 and level 2 of a world language in ninth grade. Students entering grade 10 must have completed the second level of a world language. Students entering in grades 11 and 12 must apply through the Reassignment/Transfer request and a transcript analysis must be completed by the prospective school.

Continuation Requirements to Remain in a Magnet Program

Students admitted into a magnet program in high school are expected to participate in any designated specific components and to fulfill minimum course requirements related to the magnet theme in order to maintain status as a magnet student, and to continue to the next grade level within the magnet program (CMS Board Policy regulation JCA-R). Requirements listed below are used in maintaining magnet program eligibility for students.

Specific Magnet Components

There are specific magnet components required in the following high school magnet programs:

International Baccalaureate -

- 1) Performance of community service requirement,
- 2) Promotion to next grade level.

Military and Global Leadership -

- 1) Performance of community service requirement,
- 2) Promotion to next grade level,
- 3) Adherence to designated school and military uniform attire and grooming standards.

Academy of International Languages –

Successful completion of an applied world language internship, if that option is selected by the student.

High School Magnet Programs

MINIMUM COURSE REQUIREMENTS FOR STUDENT CONTINUATION IN MAGNET

Magnet students in grades 9-12 are expected to fulfill minimum course requirements related to the magnet theme in order to maintain active status as a magnet student and to continue to the next grade level within the magnet program. Magnet students in corresponding grades and magnet programs at the high schools listed below are to be enrolled in and to pass the minimum number of magnet theme-related courses indicated per year as designated by CMS course offerings and/or school in order to maintain magnet program eligibility.

One course per year:

- Phillip O. Berry Academy of Technology -
Career Academy CTE course requirement
- Harding - Math, Science and Environmental Studies
- South Mecklenburg, West Mecklenburg -
Academy of International Languages (Grade 11)

Two courses per year:

- Northwest School of Visual and Performing Arts
(Grades 9 & 10)
- South Mecklenburg, West Mecklenburg -
Academy of International Languages (Grades 9, 10 & 12)

Three courses per year:

- Marie G. Davis Military and Global Leadership Academy
- Northwest School of Visual and Performing Arts
(Grades 11 & 12)
- East Mecklenburg, Harding, Myers Park, North
Mecklenburg, West Charlotte - IBMYP
(Grades 9-10)*

*IB Middle Years Program (IBMYP) course requirements over Grades 9 & 10:

IBMYP high school students take MYP designated courses including: English, Math, Science, Humanities, World Language (Language B), Arts and Physical Education. High school IBMYP students are required to: 1) progressively schedule their MYP course work in order to meet grade 11 prerequisite course entry criteria (described below), 2) take a full MYP course load and pass at least three MYP courses each year, 3) complete all community and service requirements and, 4) must be promoted to the next grade to continue in the IB magnet. 10th graders must complete the Personal Project.

In order to continue to the IB Diploma program in eleventh grade, specific course requirements must be met. Prerequisite courses for the IB Diploma program (grades 11 & 12) are as follows: English 9; English 10; Geometry; Algebra II or Algebra II/Trigonometry; World History; Civics and Economics; Environmental Science and/or Biology; Chemistry and/or Physics; and French, German, Latin, or Spanish at Level III. Rising eleventh grade students who apply for the IB magnet program must be able to meet these requirements in order to submit an application and must meet the requirements prior to enrollment in the program. (CMS Board Policy regulation JCA-R).

IB Diploma Program course requirements over Grades 11 & 12:

East Mecklenburg, Harding, Myers Park, North Mecklenburg, and West Charlotte IB students must complete course work that will

qualify them for the IB Diploma. Students earning the IB Diploma must successfully complete courses and examinations in six courses from five subject groups (three or four courses at Higher Level), concurrently over two years, as well as the core elements of the program (Theory of Knowledge, the extended essay, and creativity, action, service).

High School Magnet Program Offerings for 2011-2012 Academy of International Languages (9-12)

Students of the 21st century will need to be proficient in a foreign language in order to become contributing members of our global society. The vision of the Academy of International Languages is to provide experiences for students to meet this challenge by offering rigorous cognitive challenges in their target language and unique, enriching, real-life experiences and applications in business, cultural and social settings. There are entrance requirements for this magnet program. *Offered at South Mecklenburg and West Mecklenburg*

International Baccalaureate Program (9-12)

The International Baccalaureate Program provides highly motivated college-bound students with an opportunity to pursue a rigorous liberal arts curriculum. The IB Middle Years Program (IBMYP) is a 6-10 grade continuum that is authorized by the International Baccalaureate Organization (IBO). The IBMYP focuses on world language, humanities, advanced math and an intensive study of core subjects integrating internationalism and areas of interaction.

Students demonstrate a strong commitment to learning, both in terms of mastery of the subject content and in the development of the skills and discipline necessary for success in the IB program in grades 11 and 12 where international exams begin. The IB Diploma is awarded by the IBO to students who successfully complete the course requirements, sit for the exams and obtain the requisite scores, complete a course of study in the Theory of Knowledge (TOK), present an Extended Essay reflecting the student's independent research and analysis in one of the six subject areas studied, and complete an aesthetic, physical, or social service project.

School counselors and/or IB coordinators can assist students with registration for the IB program once admitted. There are entrance requirements for this magnet program.

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

Math, Science and Environmental Studies at Harding University High (9-12)

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

There are entrance requirements for this magnet program.

Military & Global Leadership Academy at Marie G. Davis (6-12)

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

High School Magnet Programs

are instilled with a sense of responsibility through character development and community service. They develop an understanding of world languages, geography, politics, and economics to gain a global perspective and to become better prepared to understand and choose post-secondary educational opportunities.

There are entrance requirements for this magnet program.

Northwest School of the Arts (6-12)

Northwest School of the Arts provides specialized instruction in visual arts, theater arts, music and dance. The arts are presented as an integral part of a strong academic program. The focus of the program is on enhancing academic achievement and encouraging excellence in the development of a student's special talents. **There are entrance requirements for this magnet program.**

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

Berry Academy provides an accelerated core academic curriculum as well as relevant technical offerings specific to Academic Career Pathways found in three academy clusters: the Academy of Engineering; the Academy of Information Technology; and, the Academy of Medical Sciences and Biotechnology. There is a focus on the practical application of skills and concepts found in each Academy Career Pathway. More than 40 career and technical education courses are offered within the three Career Academies. Teachers at Phillip O. Berry Academy of Technology facilitate and differentiate instruction to address the learning styles of all students within a school culture that values and honors all students. The school's mission is to provide an education centered on a rigorous and relevant curriculum with focused human relations between students, parents, staff and community. **There are entrance requirements for this magnet program.**

Special Recognitions/Advanced Placement

North Carolina Academic Scholars Program

The following plan is effective for students who enter the ninth grade for the first time on or after August 2003.

Credits	The following designated number of credits per subject listed below must be taken in grades 9–12.
4	English Language Arts I, II, III, IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)
2	Languages other than English (two credits of the same language)
1	Health/Physical Education
1	Career and Technical Education
1	Arts Education (Dance, Music, Theatre Arts or / Visual Arts)
5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)
24	Note: Adopted by the State Board of Education in August 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003 - 2004.

Students must:

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

AP® Scholars Awards Programs

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

AP Scholar

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

AP Scholar with Honor

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

AP Scholar with Distinction

Awarded to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on 5 or more of these exams.

AP State Scholar

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

National AP Scholar

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

Special Recognitions/Advanced Placement

APID - Advanced Placement International Diploma

The Advanced Placement International Diploma is a globally recognized certificate awarded to students with exceptional achievement on AP Exams across several disciplines. It is available to CMS students applying to universities outside of the country. To earn an APID, students must indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the U.S.

APID Criteria:

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

For additional information, go to www.collegeboard.com/student/testing/ap/exgrd_intl.html

Advanced Placement Recommendations For Ninth and Tenth Grade Students

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

Expectations of AP Courses

1. Intense reading and writing assignments
2. Additional research and study necessary to analyze all the material covered in the course
3. Student's desire and ability to work independently and push him/herself academically and intellectually
4. Engagement in the study of subject matter beyond just learning facts – in-depth analysis and synthesis of material
5. Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously.
6. There are specific subject area/individual course expectations. The student -

Arts – demonstrates originality and inventiveness in work; is open to more than one perspective or viewpoint; takes creative ideas to fruition

Computer Science – demonstrates a working knowledge of computer programming

English – reads and responds to works of fiction and non fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres

Global Studies – constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view

Math – problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, algebraic, numeric, tabular, and verbal representations of functions and relations

Sciences – demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports

World Languages – demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures

Charlotte-Mecklenburg Scholars

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

Credits	Course
4	English I, II, III, IV
4	Science (must include one second level science or one AP/IB level or one college-level science course)
4	Mathematics (must include at least one mathematics beyond Algebra II)
4	Foreign Language (four levels of one language or two levels of two different languages)
4	Social Studies (Civics/Economics, US History, World History, and one second level or one AP/IB or one college-level social studies course)
1	Health/Physical Education
1	Arts Education
8	Electives
An overall unweighted GPA of 3.5 is required (at end of 1st semester of 12th grade)	

**** At least six exams must be taken: one each in English, world languages, social studies, sciences, and mathematics. The sixth exam is taken in the arts or in a second world language, social sciences, science or mathematics course. At least three but no more than four exams must be taken at higher level, and the others at Standard Level. Each examination is graded on a scale of 1 (minimum) to 7 (maximum). The IB diploma is awarded to candidates who have a minimum total of 24 points and satisfactory completion of three additional requirements: Extended Essay of some 4000 words; Theory of Knowledge (ToK); and the compulsory participation in CAS-Creativity, Action and Service to the community. The maximum score of 45 points includes three points for the combination of the extended essay and work in ToK.****

Advanced Placement Courses Expectations and Student Inventory



Congratulations for considering the challenges and opportunities that Advanced Placement (AP) courses offer. Research has shown that students who participate in AP courses outperform others in college, particularly in grades and graduation rates. CMS believes that all children deserve access to the rigor of advanced coursework and can be successful with

the appropriate support. The purpose of this document is to better prepare students and parents for AP courses. We want to provide our students and parents with information to aid them in determining what AP classes and how many AP classes a student should consider. **If you would like further information about the Advanced Placement program, please contact your child's counselor or the Talent Development/Advanced Studies/AVID department at 980-343-6955.**

When making a decision about taking AP courses, students should consider the following questions:

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

Expectations of AP courses

1. Intense reading and writing assignments
2. Additional research and study necessary to analyze all the material covered in the course
3. Student's desire and ability to work independently and push him/herself academically and intellectually
4. Engagement in the study of subject matter beyond just learning facts – in-depth analysis and synthesis of material
5. Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously
6. There are specific subject area/individual course expectations. The student -

Arts – demonstrates originality and inventiveness in work; is open to more than one perspective or viewpoint; takes creative ideas to fruition

Computer Science – demonstrates a working knowledge of computer programming

English – reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres

Global Studies – constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view

Math – problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, algebraic, numeric, tabular, and verbal representations of functions and relations

Sciences – demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports

World Languages – demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures

REACH FURTHER. **Global competitiveness starts here.**



Special Recognitions/Advanced Placement

**International Baccalaureate (IB) Diploma

Language A1	First language, including the study of selections from World Literature
Language A2, B and Ab initio	Second modern language, Latin, and Classical Greek
IndividualsHistory and Societies	Geography, Economics, Philosophy, Psychology, Social Anthropology Business and Organization, Information Technology in a Global Society, History of the Experimental Sciences
Experimental Sciences	Biology, Chemistry, Physics, Environmental Sciences Systems, Design Technology
Mathematics	Mathematics HL, Mathematical Studies, Mathematical Methods, Advanced Mathematics SL, Computer Science
Arts and Electives	Art/Design, Music, Theatre Arts, a second subject from Individuals and Societies or Experimental Sciences, a third modern language, a school-based syllabus approved by the IBO

Special Programs

AVID - Advancement Via Individual Determination

AVID is an in-school academic support program that prepares students for college eligibility and success. This college preparatory program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID moves students into more challenging courses and enrolls them in an AVID elective. In this class, students work on organization and developing their Writing, Inquiry, Collaboration, and Reading (WICR) skills. Rigorous in-class tutorials assist students in increasing their achievement in academic classes.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Students Must:

- Have the desire and determination to go to college
- Have a GPA between 2.0 and 3.5
- Have average to high test scores
- Commit to enrollment in academically rigorous courses appropriate for the student

The AVID program is available to students in grades 6 – 12 in many of the CMS middle and high schools. Please contact your school for information about availability and how to enroll.

Drivers' Education

Drivers' Education is a state-funded program consisting of 30 hours of classroom instruction and 6 hours of behind-the-wheel training offered to all eligible students one time free of charge. CMS Driver Education is designed and dedicated to prepare our students for a lifelong skill that greatly enhances their quality of life. The goal of CMS Driver Education is to provide each student driver the psychomotor skills and mental attitudes required to become the most competent, skillful, responsible driver possible. This serves as a base for parents to continue the instruction of their young driver in developing the necessary knowledge, skill, and attitude needed to become a safe

driver. The program is offered monthly at all CMS high school campuses after the regular school day; during the summer at most CMS high schools and during school vacations and on Saturdays at selected CMS high school locations. All CMS high schools have a Driver Education site coordinator who can be contacted for further information.

To be eligible to enroll, a student must:

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

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

<http://www.cms.k12.nc.us/cmsdepartments/ci/fed-state-programs/drivers-ed/Pages/default.aspx>

Exploring Grades 9-12

Exploring, a division of the Boy Scouts of America, is a program providing any student in grades 9-12 an opportunity to examine career areas by attending monthly night meetings in the workplace. Adult Explorer Leaders supervise and plan activities that give students a “feel” of a specific career interest. Exploring is unpaid. If successfully completed, students will receive one half (.5) unit of credit. However, it will not count as credit toward graduation or the student's GPA. Students may participate in more than one Exploring post while in high school.

Special Programs

JROTC

The CMS JROTC Program emphasizes character education, student achievement, wellness, leadership, citizenship, service to community and diversity. Its focus is reflected in its mission "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while fostering in each school a more constructive and disciplined learning environment. The attributes of self-discipline, teamwork, self-confidence, responsiveness to constituted authority and patriotism are developed. A JROTC Level III and IV Honors Curriculum with an additional quality point has been added to all CMS JROTC Programs. Integrated-curricular activities include drill teams, rifle teams, adventure training teams, athletic/orienteering/academic competitions, community parades, summer camps and field trips to Service installations and national historical sites. Each cadet is issued a uniform, earns leadership promotions and has the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the Services at no cost to the student. There is no military obligation as a result of participation in JROTC. Last years' CMS JROTC students had a 98% on time graduation rate and received \$9.6 million in scholarships and appointments to Service Academies.

Air Force JROTC (Aerospace Science)

East Mecklenburg, Independence, North Mecklenburg, Vance, West Mecklenburg

Aerospace Science I, II, III, & IV

Includes instruction in Air Force history, weather, principles of flight, global and cultural studies, space exploration, astronomy, military organizations, leadership, character education, communication skills, health and wellness, and military drill. Students in the Air Force JROTC program have increased opportunities for appointment to the Air Force Academy and ROTC scholarships. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, and IV require the successful completion of the previous levels and Senior Air Science Instructor approval.*

Army JROTC (Military Science)

Available at: Berry Academy, Butler, Garinger, Harding, Hopewell, Hough, Mallard Creek, Military and Global Leadership Academy at Marie G. Davis, Myers Park, Olympic, Rocky River, Waddell, West Charlotte.

Military Science I, II, III & IV

Includes instruction in Army history, leadership and managerial skills, geography, character development, effective communication skills, goal setting and time management, global and cultural studies, military drill and ceremonies. Students in the Army JROTC program have increased opportunity for Service Academy appointments and ROTC scholarships. Each level in the courses offers a continuation of previous subjects and increased opportunities for leadership development in the art of decision making and problem solving. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III, and IV require the successful completion of the previous levels and Senior Army Instructor approval.*

Navy JROTC (Naval Science)

Providence, South Mecklenburg

Naval Science I, II, III & IV

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

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

Marine Corps JROTC (Military Science):

Available at Ardrey Kell.

MCJROTC I, II, III & IV

Includes instruction in Marine Corps history, customs and courtesies, national security, military organization, physical fitness, drill and ceremonies and land navigation while stressing leadership and character development, and civic responsibility. Students in the MCJROTC Program have increased opportunities for ROTC scholarships and Service academy appointments. Each level in the program offers continuation of the previous subjects and greater opportunities to develop and practice leadership skills. *Prerequisite: Be in the 9th grade or above, good moral character and physically fit. Levels II, III and IV require the successful completion of the previous levels and Senior Marine Instructor approval.*

CMS JROTC Honors III & IV:

Available at: Ardrey Kell, Berry Academy, Butler, East Mecklenburg, Garinger, Harding, Hopewell, Hough, Independence, Mallard Creek, Military and Global Leadership Academy, Myers Park, North Mecklenburg, Rocky River, Olympic, Providence, South Mecklenburg, Vance, Waddell, West Charlotte, West Mecklenburg

CMS JROTC Honors

Curriculum builds upon previous JROTC I, II, Leadership and Management courses. The focus is on short and long range planning, decision-making skills, coordination, control and execution of cadet organization activities. It stresses communication skills, composition, a research based project, product and oral presentation. Prerequisites: Successful completion of JROTC II or III respectively, application to and interview by JROTC Honors Committee, and approval by the Senior Service Instructor.

JROTC Leadership Lab

Available at: Ardrey Kell, Berry Academy, Butler, East Mecklenburg, Garinger, Harding, Hopewell, Hough, Independence, Mallard Creek, Military and Global Leadership Academy, Myers Park, North Mecklenburg, Olympic, Providence, South Mecklenburg, Rocky River, Vance, Waddell, West Charlotte, West Mecklenburg. Provides instruction in a field and laboratory environment designed to

Special Programs

develop leadership, managerial and character education skills through teambuilding exercises, staff work, role modeling, field training exercises and service learning projects. Each level is more advanced, challenging and requires higher skill levels for mastery. Prerequisite: AJROTC, AFJROTC, MCJROTC, NJROTC. Senior Instructor approval, 9th, 10th, 11th, 12th grade.

CTE Academies (9-12)

For full course descriptions of the Academies see your Career Development Coordinator.

Academy of Engineering (MotorSports):

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

Academy of Finance:

International Business and Communications School at Olympic
This career academy prepares students for post-secondary education and career opportunities in the Financial Services and Business, Marketing & Management professions. The career academy provides a concentrated study of the financial services industry with specialized courses in finance, economics, taxation, budgeting, labor management relations, and international trade

Academy of Information Technology:

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

CPCC Academies - Juniors and Seniors

Automotive/Motorsports Academy

This career academy centers on the basic repair skills that are used in the automotive and motorsports industries. Courses in automotive and race car technology are offered at the North Campus. Students will earn college credits toward degrees in automotive, race car technology and engineering.

Cox Shepp Construction Academy

This career academy prepares students for career entry as contractors, foremen, estimators, construction superintendents and construction project managers. Construction Management Courses are taken at CPCC Harper Campus. Students can earn college credits toward degrees in engineering, construction management and related fields and elective credits in high school.

Criminal Justice Academy

This career academy centers instruction on planning, managing and providing corrective, security and protective, legal and homeland security services. Criminal Justice courses are offered at the CPCC-North Campus. Students participate in the Law Enforcement Exploring Post and a summer internship.

Teacher Cadet Courses

Teacher Cadet I & II

Teacher Cadet courses, available to juniors and seniors only, are elective courses designed to encourage students to consider a career as a professional educator. These courses provide students with a pre-college look at the teaching profession, helps them determine if teaching is a career path they wish to pursue, introduces them to research concerning cultural diversity, teaching methodologies, and includes an actual guided teaching experience.

English as a Second Language (ESL) Program

Charlotte-Mecklenburg Schools provides the English as a Second Language program (ESL) at all high schools. To be eligible for the ESL program, students must have a language other than English in their background and qualify for services based on the WIDA Access Placement Test (W-APT). ESL program goals are to help students obtain English language proficiency and to meet age and grade appropriate academic achievement standards for grade promotion and graduation. ESL classes are taught in English. Special instructional materials are provided.

ESL Language Arts Classes:

Students are grouped by English ability into Newcomer, Level 1, and Level 2 English Language Arts courses. These courses follow the Standard Course of Study for English Language Arts and the North Carolina WIDA English Language Proficiency Standards. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner.

ESL Reading & Writing Classes:

Students are grouped by English ability into Newcomer, Level 1, or Level 2 ESL Reading and Writing courses. Small group instruction follows the North Carolina WIDA English Language Proficiency Standards to develop listening, speaking, reading and writing skills in English.

Sheltered Instruction (SIOP) Courses:

Sheltered Instruction promotes academic achievement for English Learners by providing grade-level, content-area concepts while simultaneously developing English language proficiency. Sheltered Instruction techniques include: emphasis on key vocabulary, use of group work and hands-on activities, use of supplementary materials (visuals, bilingual dictionaries), teacher modeling, multimedia tools, demonstrations, and explicit instruction of the English language together with academic content.

ESL and Sheltered Content Courses for High School English Language Learners			
Reading & Writing ESL: Newcomers	Reading & Writing: Level 1	Reading & Writing: Level 2	
Reading/Writing 9 ESL Newcomer	Reading/Writing 9 ESL Level 1	Reading/Writing 9 ESL Level 2	
Reading/Writing 10 ESL Newcomer	Reading/Writing 10 ESL Level 1	Reading/Writing 10 ESL Level 2	
Reading/Writing 11 ESL Newcomer	Reading/Writing 11 ESL Level 1	Reading/Writing 11 ESL Level 2	
Reading/Writing 12 ESL Newcomer	Reading/Writing 12 ESL Level 1	Reading/Writing 12 ESL Level 2	
English Language Arts: Newcomers	English Language Arts: Level 1	English Language Arts: Level 2	
English I ESL Newcomer	English I ESL Level 1	English I ESL Level 2	
English II ESL Newcomer	English II ESL Level 1	English II ESL Level 2	
English III ESL Newcomer	English III ESL Level 1	English III ESL Level 2	
English IV ESL Newcomer	English IV ESL Level 1	English IV ESL Level 2	
Sheltered Language Arts Courses	Sheltered Math Courses	Sheltered Science Courses	Sheltered Social Studies Courses
English I SIOP	Introductory SIOP	Physical Science SIOP	US History SIOP
English II SIOP	Algebra I SIOP	Biology SIOP	World History SIOP
English III SIOP	Geometry SIOP	Greenhouse Biology SIOP	Civics & Economics SIOP
English IV SIOP	Tech Math II SIOP	Earth & Environmental SIOP	Law Rel Studies SIOP
Foundations of English SIOP	Resource Lab SIOP	Resource Lab SIOP	Cont Issues in NC SIOP
Fundamentals of Composition SIOP			Resource Lab SIOP
Study Skills SIOP			
Resource Lab SIOP			

CMS High School Policies

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

High School Graduation Policy

Beginning with students entering the 9th grade for the first time in the 2009-2010 school year (the graduating class of 2013), in order to receive a CMS/North Carolina high school diploma, a student in the Future Ready Core Plus or Occupational courses of study must earn a total of twenty-four (24) required credits (see Policy IKF, Graduation Requirements). In addition, beginning with students entering the 9th grade in 2006 (the graduating class of 2010), students must also satisfy graduation standards adopted by the State Board of Education in May 2005. In order to meet these standards, students in the identified courses of study must score at Level III or IV on the NC End of Course (EOC) tests in English I, U.S. History, Biology, Civics and Economics, and Algebra I. The standards also include retesting and review procedures for students who score below Level III on any of these tests. Additionally, students (except for students in the Occupational Course of Study) must successfully complete a Graduation Project which consists of a research paper, oral presentation before a review board, student-generated product and portfolio of documents.

High School Promotion Standards

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

- 9th to 10th Grade: Students must earn six (6) credits during the 9th grade and complete one high school exit standard. Credits may be earned in any courses.
- 10th to 11th Grade: Students must have earned a cumulative total of 12 credits (which must include English I, English II and Algebra I) and completed two high school exit standards.
- 11th to 12th Grade: Students must have earned a cumulative total of 18 credits and completed three high school exit standards.
- High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. However, credits earned in middle school do count towards the total number of credits necessary to satisfy graduation requirements.
- Until students have satisfied graduation standards in English or Math, they must be scheduled to take at least one English and one Math course every year.
- Students should be promoted only at the end of the first or second semester, upon completing the required courses and credits to be reclassified to the next level.

CMS High School Policies

Determination of Applicable Graduation Requirements and Graduating Class

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

Final Course Grade	ACADEMIC COURSE LEVEL		
	Standard	Honors/college courses identified in Comprehensive Articulation Agreement	Advanced Placement/ International Baccalaureate/ higher-level college courses identified in Comprehensive Articulation Agreement
	TOTAL QUALITY POINTS		
	(Unweighted)	(Weighted)	(Weighted)
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Grade Point Average/Class Ranking - IKC-R

I. Grade Point Average (GPA)

A. Computation

1. The following courses are included in calculation of GPA:
 - a. Coursework attempted in CMS in grades 9 through 12, unless the course is one that is specifically exempted from inclusion in GPA: The coursework may be taken during the regular or extended year term, or at an alternative school site;
 - b. Courses that a CMS student takes and fails at a CMS school and repeats at a non-CMS institution²;
 - c. Courses taken in accredited educational institutions before the student enrolled in CMS;
 - d. New coursework taken at accredited non-CMS educational institutions that is necessary for the student to satisfy a graduation requirement and is not reasonably available to the student within CMS (see IKF-R for additional information on this requirement);
 - e. New coursework taken at accredited non-CMS educational institutions that the principal and the superintendent's designee approve for inclusion as a graduation requirement, as set forth in IKF-R;
 - f. Institutions of higher education that are included in an articulation agreement or memorandum of understanding between the institution and CMS regarding courses for which students may receive credit towards graduation.

2. The following courses are not included in calculation of GPA:
 - a. Courses transferred from home schools (effective with the 2003 – 04 school year);
 - b. Courses transferred from non-accredited schools (effective with the 2003 – 04 school year);
 - c. New coursework taken by CMS students at accredited non-CMS institutions that does not meet the criteria set forth above for inclusion in graduation requirements;
 - d. CMS courses noted as not being included in the GPA calculation in the current year's High School Planning Guide.
3. The number of quality points a student may earn for a particular course is determined by a combination of the student's grade in the course and the academic level of the course, as follows:
 4. The number of quality points used in the GPA calculation formula shall be based upon the final course grade in all cases where the final course grade is available. If the final course grade has not yet been awarded, the alternate final mark (i.e. the mid-term grade in an A/B day course) shall be used to determine the number of quality points.
 5. To determine an unweighted GPA, the total number of quality points (disregarding the additional quality points awarded for upper level courses) is divided by the total number of semesters attempted.
 6. To determine a weighted GPA, total the total number of quality points (weighted and unweighted) is divided by the number of semesters attempted.
 7. A GPA calculated at mid-term is an Interim GPA. An Interim GPA is based upon all final course grades and, for courses in progress, the alternate final marks.
 8. At the end of the school term, after final course grades have been awarded, for purposes of calculating an End-of-year GPA the alternate final marks are converted to final course grades, which are then used as grades for both first and second semesters in the GPA calculation formula.
 9. GPA will be computed to the thousandth of a percent and rounded to the nearest hundredth. Place values beyond the rounded hundredth's place will not be considered as part of the GPA.⁴

B. Schedule for Calculating GPA

1. A student's end-of-year weighted GPA will be calculated at the end of grades nine through twelve, using final course grades.
2. An interim weighted GPA will be calculated at the end of first semester for all high school students and posted to students' transcripts.

For students who transfer to CMS after beginning 9th grade in a different school district or a private school, all previously awarded grades are converted to the CMS grading scale (no pluses or minuses) and quality points are assigned accordingly. The Grade Point Average (GPA) and class rank are then calculated using the CMS grading and quality point scale.

CMS High School Policies

II. Rank in Class

A. Students Eligible to be Ranked

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

B. Computation

1. Class rank will be determined by ranking all students numerically by weighted GPA. The student(s) with the highest average will be assigned a rank of number one (1) in the class. The student(s) with the second highest average will be assigned the next highest rank. Students who have the same GPA will have the same rank in class.
2. All high schools will determine Junior Marshals by ranking students according to the weighted GPAs calculated at the beginning of first semester of the students' junior year.
3. Effective with the graduating class of 2003, all high schools will determine honor graduates (Valedictorian and Salutatorian) by ranking seniors according to the weighted GPAs calculated at the end of second semester of the students' senior year.
4. All students who share the top ranking will share the title of Valedictorian. All students who share the next highest ranking will share the title of Salutatorian.

C. Schedule for Determining Class Rank

Class rank shall be run according to the following schedule:

Grade 9	End of first semester
Grade 10	On the 15th school day
Grade 11	On the 15th school day End of first semester
Grade 12	On the 15th school day End of first semester End of second semester

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

III. High School Grading Scale

In each course, the academic grade a student earns shall reflect the student's achievement of grade level expectations and satisfaction of attendance requirements. Letter grades will be used for all courses. Plus (+) and minus (-) signs will not be used.

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

A. Grading Scale for Grades 9-12:

1. Academic Progress

- A = 93–100 Excellent Performance
B = 85–92 Very Good Performance
C = 77–84 Satisfactory Performance
D = 70–76 Inconsistent, Low Performance
F = Below 70 Unsatisfactory Performance or Excessive Absences

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

2. In a year long course, the final grade shall be based on the formula: Semester 1 (37.50%) + Semester 2 (37.50%) + Final examination (25%) = year grade. The examination grade is the numeric score on the EOC, VoCATS, or the teacher-made comprehensive examination.
3. In an Advanced Placement or International Baccalaureate course the final grade shall be based on the formula: Semester 1 (50.00%) + Semester 2 (50.00%) = final grade. If a student fails to take the AP or IB exam, the student must take a teacher-provided exam. In this case the student's final grade shall be determined according to the formula set forth in paragraph 2. Circumstances in which the student may be excused from taking the AP or IB exam are set forth in Regulation IKA-R.

B. Conduct Grading Scale:

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

IV. High School Schedule Changes

A. Student Initiated Course Changes

1. A student will not be penalized for a non-administrative course schedule change that is approved according to the following schedule:
 - a. For courses that meet on an "A/B" schedule: within the first twenty school days of the beginning of a course;
 - b. For courses that meet on a "4x4" schedule: within the first ten school days of the beginning of the course.
2. For college courses, the district will follow the schedule for course drops used by the college.

CMS High School Policies

3. A student will receive a grade of “F” in a course for which a non-administrative course schedule change is made after the deadline established in paragraph 1 above.
4. A non-administrative schedule changes includes actions by a student or a parent to drop or withdraw from a course.

B. Administrative Courses Changes

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

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

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

V. Schedule Changes for Courses for which the state requires an End of Course Test, VoCATS or CTE post-assessment

A. Student Initiated Course Changes

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

B. Administrative Course Changes

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

Credits for Graduation

One-credit Courses

In grades nine through twelve, one unit of credit will be awarded for the satisfactory completion of a course that consists of 135 instructional hours. "Satisfactory completion" means that a student achieved a passing (70 or above) final course grade calculated from grades from the first and second semesters, an End of Course test, or exams. Once having been awarded a credit in a course, a student may not repeat the same course for credit, elective or otherwise.

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

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

Middle School Courses

Effective for students enrolled in a CMS middle school in the 2007-2008 school year, students will be awarded graduation credit for high school courses in mathematics, science and world language taken while in grades 6 – 8 if the following requirements are satisfied: Courses must consist of the requisite number of instructional hours, as set forth in Section A, above;

1. For courses that have an End of Course test (EOC), middle school students must make a Level III or IV on the EOC to receive course credit;
2. Only whole credits will be awarded for high school courses taken in middle school; therefore, students will not receive one-half credit for passing only one-half of a course, including courses taken over two years;
3. Courses must include comprehensive exams (a district or teacher-made exam or an EOC in courses for which the state has developed an EOC) that count for 25% of the final course grade.

As set forth above in Section A, students may not receive credit for the same course two times; therefore, students who receive graduation credit for a high school course taken in middle school may not receive credit if the course is repeated in grades 9 - 12. In addition, high school courses taken in middle school do not accrue quality points; therefore, grades in these courses are not included in high school grade point average (GPA) calculations.

The State Board of Education eliminated as graduation requirements the NC Competency Test and the NC Test of Computer Skills. This action is retroactive for all students to whom these standards formerly applied. The Superintendent has developed a process by which former students who met all graduation requirements except these two may receive a diploma. For more information, visit the CMS web site at www.cms.k12.nc.us.

Credits Earned While Studying Abroad

CMS will encourage and facilitate opportunities for students to pursue their high school education in foreign countries by recruiting students, providing information about study abroad opportunities, and developing partnerships with foreign schools or governmental agencies.

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

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

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

Want to go to college? Follow these steps...

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

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

Courses Taken

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

Grades

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

SAT I or ACT Scores

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

Class Rank

Grade point average (GPA) and class rank are calculated twice each school year beginning in the 9th grade. Know yours.

School and Community Activities

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

Recommendations

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

Essays, Interviews

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

Complete These Yearly Tasks:

Freshman Year - Grade 9

- Talk with your parents and school counselor about future plans. Put your plan in writing and update yearly.
- Review and update your Diploma Plus folder yearly.
- Review college entrance requirements.
- Take challenging classes that prepare you for college.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that honors/AP/IB classes earn extra quality points. Attendance is also reported on your high school transcript.
- Explore careers (through job shadowing, interest inventories, and internships).
- Attend National College Fair/Career Expo with your parents. It is usually held in the spring.
- Participate in extracurricular activities. Keep a record of them.

Sophomore Year - Grade 10

- Review your selection of high school courses, keeping in mind your post-secondary plans.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers.
- Update your Diploma Plus folder.
- Do well in all courses to maintain or improve your grade point average and class rank.
- Take the PSAT (Preliminary SAT).
- Attend National College Fair/Career Expo with your parents.
- Continue involvement in school and community activities and keep a record of them.
- Select challenging courses for your junior year during spring registration. Consider taking Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

Junior Year - Grade 11

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

Want to go to college? Follow these steps...

- In March, May, or June take the SAT or ACT and request that the scores be sent to colleges. Registration material is available in your school's counseling department.
- In May or June take SAT Subject Tests if required by the colleges you are considering.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in December or January.)
- Investigate sources of financial aid (scholarships, grants, and loans).
- Participate in SAT/ACT preparation activities offered at your school.
- Take Advanced Placement/IB examinations in May if you were enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Eligibility Center. Information is available in your school's counseling department.
- Plan your senior year schedule to include the remaining courses you need for graduation and college admission.
- Continue participation in school and community activities; volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin preparing your high school resume and essays for college and scholarship applications. Visit colleges of interest.

Fours Ways to Research Financial Aid

1. Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
2. Apply for scholarships. See your counselor for information about scholarships publicized at your school. Visit scholarshipplus.com/charmcheck.
3. Attend financial aid workshops. Look for aid from all possible sources.
4. If applying for financial aid, complete and file the FAFSA (Free Application for Federal Student Aid) during January. Complete this process online at www.fafsa.ed.gov

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

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

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

Senior Year - Grade 12

- Take classes that will best prepare you for college level work. Remember, most colleges recommend that you take a math and a foreign language course in your senior year.
- Meet with your school counselor to update your list of post secondary options and narrow your college list down to five.
- If applying to a four-year college for early decision, submit your applications in October or November. Try to submit all applications to four-year colleges by December 1. Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request them. You should turn in your written request to the person designated to furnish transcripts in your school's counseling department **at least two weeks before the transcripts are needed.**
- Attend any fall college fairs; continue to meet with college representatives who come to your school.
- Take the SAT/ACT again in October or November. Take SAT Subject Test if required by your choice of colleges.
- Visit college campuses; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, have an official transcript mailed, take the placement tests, and make an appointment with your community college program counselor.
- In January request that 1st semester grades be sent to those colleges requiring them.
- Avoid “senioritis” — stay focused on your course work.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement or International Baccalaureate examinations in May if you were enrolled in those courses.
- Request that a final transcript be sent to the college you plan to attend.
- Graduate!

Types of Financial Aid

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

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

Grants - funds given to subsidize one's education that do not have to be repaid.

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2010 (9th Grade Entry year 2006)

Course of Study	Career Prep	College Tech Prep	College/University Prep	DUAL COLLEGE/UNIVERSITY COLLEGE TECH PREP	Occupational
Content Area					
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits , including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 th math for which Algebra II/integrated is a prerequisite	4 Credits , including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 th math for which Algebra II is a prerequisite	3 Credits Occupational Mathematics I, II, III
Science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	2 Credits Occupational Science I, II
Social Studies	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
Second Language*	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	0 Credits
Health & Physical Education	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	0 Credits	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	4 Credits in Career/Technical Ed.
Occupational	0 Credits	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits One Prep Lab; 2 Credits School-based training (300 hours), and 2 Credits Community-based training (240 hours), and 2 Credits Paid Employment (360 hours)
Electives	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
Totals	28 credits	28 credits	28 credits	28 credits	28 credits
Other Requirements	<ul style="list-style-type: none"> • Must complete a Senior Exit project and score at Level III or IV on the NC End of Course (EOC) tests in English I, US History, Biology, Civics and Economics, and Algebra I. • The required number of credits in each content area must be earned in grades 9-12, although courses taken in middle school may satisfy specific course requirements. 				<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio required

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

GRADUATION REQUIREMENTS EXHIBIT

IKF-E

CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS effective with the CLASS OF 2011 (9th Grade Entry year 2007 and 2008)

Course of Study	Career Prep	College Tech Prep	College/University Prep	DUAL COLLEGE/UNIVERSITY-COLLEGE TECH PREP	Occupational
Content Area					
English	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II	4 Credits Alg. I, Geometry, Alg II, or Alg. I, Technical Math I & II, is a prerequisite	4 Credits Alg. I, Geometry, Alg II, or Integrated Math I, II, & III; and a 4 th math for which Algebra II is a prerequisite	4 Credits , including • Alg. I, Geometry, Alg II; or • Integrated Math I, II, & III; and a 4 th math for which Algebra II is a prerequisite	3 Credits Occupational Mathematics I, II, III
Science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	3 Credits Earth/Environmental Science Biology A physical science	2 Credits Occupational Science I, II
Social Studies	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	1 Credit	1 Credit	1 Credit	0 Credits
Second Language*	0 Credits	0 Credits	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	2 Credits (3 recommended); Courses must be in the same second language and 2 credits in high school.	0 Credits
Health & Physical Education	1 Credit	1 Credit	1 Credit	1 Credit	1 Credit
Career/Technical	4 Credits in Career/Technical Education: 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course OR 4 Credits in an Arts Discipline: courses appropriate for an arts education pathway; must include an advanced course OR 4 Credits in JROTC	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	0 Credits 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	4 Credits in Career/Technical Education 4 Credits in courses appropriate for a career pathway; must include a second level (advanced) course	4 Credits in Career/Technical Ed.
Occupational	0 Credits	0 Credits	0 Credits	0 Credits	4 Credits Occupational Preparation I, II, III, IV; and 6 Credits Occ-Prep Lab: 2 Credits School-based training (300 hours); and 2 Credits Community-based training (240 hours); and 2 Credits Paid Employment (360 hours)
Electives	8 Credits	8 Credits	10 Credits	6 Credits	2 Credits
Totals	28 credits	28 credits	28 credits	28 credits	28 credits
Other Requirements	<ul style="list-style-type: none"> • Must complete a Senior Exit project and score at Level III or IV on the NC End of Course (EOC) tests in English I, US History, Biology, Civics and Economics, and Algebra I. • The required number of credits in each content area must be earned in grades 6-12. 				<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio required

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

GRADUATION REQUIREMENTS EXHIBIT
CMS/NC COURSE OF STUDY GRADUATION REQUIREMENTS **Effective with the CLASS OF 2013** (9th Grade Entry year 2009)
IKF-E

Future Ready Core Plus		Occupational
Course of Study	Successful completion of the NC Graduation Project	
Content Area		N/A
Special Requirements	Successful completion of the NC Graduation Project	
English	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits Algebra I, Geometry, Algebra II & a 4 th math aligned with the student's post high school plans; or Alternate Math Sequence (requires parent request & principal approval); Algebra I/Geometry or Algebra I/Algebra II and two other alternative math courses.	3 Credits Occupational Mathematics I, II, III
Science	3 Credits An earth/environmental science Biology A physical science	2 Credits Occupational Science I, II
Social Studies	3 Credits World History Civics and Economics US History	2 Credits Occupational Social Studies I, II
Additional Science or Social Studies	1 Credit	0 Credits
Health & Physical Education	1 Credit	1 Credit
Concentration Electives	4 Credits Four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through community college concurrent enrollment, Learn and Earn early college, Huskins or university dual enrollment.	4 Credits in Career/Technical Education
Occupational	0 Credits	8 Credits
Electives	4 Credits Two of these additional electives must be any combination of courses in Career & Technical Education, Arts Education and Second Language; not included in the 4 courses used in the Concentration electives.	0 Credits
Totals	24 credits	24 credits
Notes	<p>To meet minimum admission requirements for the UNC University System, a student must:</p> <ul style="list-style-type: none"> • Complete a specific math sequence, and • Have a minimum of two years of credit in the same second language. 	<ul style="list-style-type: none"> ▪ Computer proficiency as specified in the IEP ▪ No Gateway Requirements ▪ Completion of IEP objectives ▪ Career Portfolio required

Adopted: 12/9/08

e-Learning

e-Learning Opportunities in Charlotte-Mecklenburg Schools 2011-2012

North Carolina Virtual Public Schools (NCVPS)

NCVPS provides students in grades 6-12 with expanded academic options by offering online courses such as Advanced Placement, test

preparation, career planning and credit recovery. Students may log in from home or school to complete coursework. Quality points are determined and calculated the same way as face-to-face classes of the same level. Throughout the course offerings you will see courses marked with a star. The star signifies that that the course is taught both through NCVPS and face-to-face in CMS schools.

	North Carolina Virtual Public School (NCVPS)	UNCG iSchool (Learn and Earn Online)	NCCCS (Learn and Earn Online)	CE (College Experience)
Website	http://www.ncvps.org	http://ischool.uncg.edu	http://vic.nccommunitycolleges.edu/LaE	http://www.cpcc.edu
Definition	Allows high school and middle school students who want to complete core and elective courses to take classes and to enhance their transcripts for college applications.	Allows for students to take college level courses (with permission of the high school) and earn college and high school credit	Allows for students to take college level courses (with permission of the high school) toward an Associate in Arts or Science degree in the Community College System (CCS)	Allows high school student to take college level classes and earn college and high school credit.
Purpose	Provides high school credit	Provides college & high school credit	Provides college & high school credit	Provides college & high school credit
Enrollment Criteria	<ul style="list-style-type: none"> Grades 6-12 Permission of CDC or DLA, and/or Principal (or designee) All necessary parental signatures on any forms initiated by the school. 	<ul style="list-style-type: none"> Grades 11-12 Permission of CDC or DLA and/or principal (or designee) Meets dual enrollment criteria Meets course prerequisites All necessary parental signatures on any forms initiated by the school. 	<ul style="list-style-type: none"> Grades 11-12 Permission of CDC or DLA Meets dual enrollment criteria Meets course prerequisites Complete and pass a computerized placement test to be enrolled based on requirements from the CC All necessary parental signatures on any forms initiated by the school. 	<ul style="list-style-type: none"> Must be 16 years old Grades 11-12 Permission of Counselor, Career Development Coordinator, and parent. Enrolls in approved College Experience Courses. All necessary parental signatures on forms initiated by the school. Responsible for own transportation
Credit	High school credit recorded on transcript; AP courses are available for college credit provided student scores required score on AP exam	College and high school credit at the honors level; students receive a UNCG transcript and hours can transfer to school of choice	College and high school credit. Select courses provide honors credit. CCS grades are recorded on the high school transcript. College transfer hours may be requested from CPCC.	College and high school credit. Select courses provide honors credit. CPCC grades are recorded on the high school transcript. College transfer hours may be requested from CPCC.
Cost	Tuition: Free; Textbooks: Provided by school district	Tuition: Free; Textbooks: Provided by iSchool's bookstore but funded by DPI	Tuition: Free; Textbooks: Provided by school district and reimbursed by DPI. Fees: Student responsibility	Tuition: Free; Textbooks: \$50.00 provided by school district. Insurance/Fees: Student responsibility
Course Instructor	Teachers who teach for NCVPS have either a North Carolina teaching license or master's degree in their subject area. Many are National Board Certified	UNCG professor	Community College Instructor	Community College Instructor

e-Learning

For NCVPS course descriptions please see individual High

School Choice Offerings sections. Courses offered through

NCVPS will have a * next to the class. For more information on

NCVPS please visit: <http://www.ncvps.org/>

UNCG-iSchool

iSchool allows high school juniors and seniors to take college level courses online to earn both college and high school credit (Dual enrollment). Students must fill out a student information form (SIF) through UNCG AND register through their school's iSchool Facilitator. See website for information, SIF and available courses: <http://web.uncg.edu/dcl/web/ischool/index.php>

North Carolina Virtual Public School (NCVPS)		UNCG iSchool (Learn and Earn Online)		NCCCS (Learn and Earn Online)		CE (College Experience)	
Drop/Withdrawal Process	Students must drop course(s) through CDC or DLA before fall, spring, summer deadline	Students must drop course (s) with school CDC or DLA; and UNCG	Students must drop course(s) through before the fall, spring, or summer deadlines.	Students must drop a course(s) through CDC before the deadline identified by the high school.			
Local Requirements	Distance Learning Advisor CO DLA; Computer and Network Resources	Lab Facilitator Required. Computer and Network Resources	Lab Facilitator Flexibility per Governor's office; Computer and Network Resources	Students are released for one or more periods and are not to stay on their high school campus during early release. Students may elect to add CE to their course schedule with no early release			
Schedule	During regular school day, after hours	During regular school day	During the regular school day and after hours	During the regular school day and after hours			
Course Type	Yearlong and Block, accelerated, credit recovery (for 10 pilot districts)	Block, school year	Block	Block			
Course Offerings	List available on website: AP, Honors, Credit Recovery, General Studies, SAT Prep	List available on website; Mostly Freshman electives + German	List available on Learn and Earn website.	List available in CMS High School Planning Guide and on CPCC website; courses include Math, Science, Business, Engineering, IT, and Public Service.			
Enrollment Process	<ul style="list-style-type: none"> Student must contact CDC or DLA Student CDC or DLA informational conference or DLA CMS contract must be signed After checking with guidance and receiving signed contract, CDC or DLA will enroll student through NCVPS 	<ul style="list-style-type: none"> Students complete Student Information Form found online at: http://web.uncg.edu/dcl/web/ischool/SIF/sif_step1.asp Students will receive a PIN letter and Registration Packet in the mail. Student MUST meet with the CDC/DLA/counselor to register at their school. Bring PIN letter to this meeting. 	<ul style="list-style-type: none"> Student must contact the CDC Student/CDC informational conference Parent and student conference CPC CE Contract must be signed Student must apply to CPCC through CFNC.org Student will establish a CPCC ID number Student will register for LEO classes with CDC 	<ul style="list-style-type: none"> Student must contact the CDC Student/CDC informational conference Parent and student conference CPC CE Contract must be signed Student must apply to CPCC through CFNC.org Student will establish a CPCC ID number Student will register for CE classes with CDC 			

The following courses are only available through NCVPS:

Arts Education

AP Music Theory

There is not a description available at this time.

Music Appreciation

This course provides an overview of music from prehistoric times to the present. The course focuses on the use and value of music in people's lives. It encourages students to view music in a social context rather than as abstract information to be learned for its own sake. All kinds of music will be studied throughout the course.

AP Art History

The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context.

Art I

Drawing and Design: This is an introductory course for students interested in taking art. It provides intensive work with various drawing skills and media while introducing students to the basic vocabulary of art and design. Specific topics covered include shading, use of color, perspective and architecture, the human form and portraiture. Painting is not a current part of the class, and there is no digital component.

Digital Photography

This course explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images utilizing Adobe Photoshop. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in this advanced level course. Prerequisite: Successful completion of Art I - Drawing and Design.

English

Journalism

Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, and radio reporting. Journalism I students receive on-the-job training as they assist in reporting, layout, selling, and circulating each edition of the newspaper if applicable to a school setting.

Credit Recovery English I, II, III, IV

The purpose of this course is to allow students who have previously failed English to gain mastery of course concepts. Students will pre-assess at the beginning of each unit to determine their course work path.

World Languages

Arabic I, II

Courses focus on the spoken language to prepare the student for communicating as soon as possible in the language. Each lesson also contains listening exercises and weekly practice with conversation coaches and the instructor – all online! Students will use various technologies to communicate, record their speaking, and download videos and audio to MP3 players. Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences.

Russian I, II

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind.

Health .5 Credit

Health

This course will enable students to gain knowledge and skills about healthful living topics. The class is offered once per semester and students may earn one-half (.5) credit towards the Health and Physical Education credit needed to meet the state of North Carolina graduation requirements. The parents of students taking this course will need to sign a Parental Permission Form granting parental permission for their son and/or daughter to take this course. Students are required to take the Physical Education portion of the course at their home school in the 9th grade year.

Mathematics

Honors Calculus

This course is designed for those students who wish to take Calculus but without the Advanced Placement focus. Recommended a B or better in honors pre-calculus or advanced mathematics course with a thorough understanding of functions and trigonometry.

Honors Pre-Calculus

Pre-Calculus is an advanced mathematics course that uses meaningful problems and appropriate technologies to build upon previously learned mathematical concepts to develop the underpinnings of calculus. Prerequisites Algebra II

Integrated Mathematics I, II

Integrated Mathematics I provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Appropriate 21st century skills will be used for instruction and assessment. Prerequisite: N/A (proficient on 8th Grade Math EOG)

Credit Recovery Algebra I, II

The purpose of this course is to allow students who have previously failed Algebra I to gain mastery of course concepts in working with and evaluating mathematical expressions, equations, graphs, and other topics.

Credit Recovery Geometry I

The purpose of this course is to allow students who have previously failed Geometry to gain mastery of course concepts that explore the relationships, measurements and properties of one, two and three dimensional objects.

Science

Credit Recovery Physical Science

The purpose of this course is to allow students who have previously failed Physical Science to gain mastery of course concepts. The course is equally divided between chemistry and physics concepts. The purpose of the course is to generate enthusiasm and provide a basis for further more in-depth study of chemistry and physics. Students will pre-assess at the beginning of each unit to determine their course work path.

e-Learning

Social Studies

Honors Psychology

Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

Leadership Development

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts.

Medieval Studies

This social studies course explores Medieval Europe and Asia from the days of Early Christianity until the dawn of the Renaissance. Medieval Studies provides students an opportunity to explore both Eastern and Western cultures during an exciting period of history.

Credit Recovery Civics and Economics

The purpose of this course is to allow students who have previously failed Civics and Economics to gain mastery of course concepts in the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will pre-assess at the beginning of each unit to determine their course work path.

Credit Recovery United States History

The purpose of this course is to allow students who have previously failed US History to gain mastery of course concepts. United States History is designed as a survey course and a continuation of the Civics and Economics curriculum. Students will pre-assess at the beginning of each unit to determine their course work path.

CTE

AP Computer Science A

Introduces development of computer programs with an emphasis placed on logic and design issues that make programs understandable, adaptable, and when appropriate, reusable. Computer Science A emphasizes object-oriented programming using the Java

programming language. Students focus on the development and analysis of algorithms, data structures, and abstraction with an emphasis on problem solving. A firm foundation in math as well as written communication is recommended.

Digital Communications

This course is designed to teach basic digital input skills including keying using the touch method, speech recognition, and use of handheld devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill and concentrated application of those skills in the production of business communication and correspondence.

AP Microeconomics/Macroeconomics

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Students understand the choices they must make as producers, consumers, investors, and tax payers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.

Prerequisites: AP Microeconomics

Success 101

This course focuses on providing new high school students with the skills necessary to be successful during their secondary and post secondary educational career. Emphasis will be placed on the acquisition of study skills, development of techniques for note taking, procedures for reviews, and learning modalities unique to individual students.

SAT Prep

AT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Prerequisites Algebra I, Geometry, English 9 and 10.

CMS-Central Piedmont Community College (CPCC) College Experience Program: 2011-2012

Juniors and seniors may take college level courses at Central Piedmont Community College. You will receive one (1) unit of credit on your high school transcript for courses successfully completed at CPCC. Some courses are co-requisite courses and must be taken together (concurrently) during the same semester to receive one (1) unit of high school (HS) credit. Some of the co-requisite courses are only required by CMS. These are denoted with asterisks (**). You will also receive college Semester Hours Credit (SHC) that will be recorded on your college transcript. At the end of each semester, CPCC will issue grades to College Experience students and their high schools and establish a transcript at CPCC. Some CPCC courses are available only at a specific campus. If that is the case, the campus name is listed. Some courses may be taken On-Line. More information is available in your Guidance Office/ Career Center. Your Career Development Coordinator will assist you with the registration process and answer your questions.

CPCC Website: <http://www.cpcc.edu/hsprograms>

CMS School Counseling Website: <http://www.cms.k12.nc.us/cmsdepartments/scs/Pages/default.aspx>

CMS Career and Technical Education Department Website: <http://www.cms.k12.nc.us/cmsdepartments/ci/cte/Pages/default.aspx>

Performing Arts Courses

Dance	Symphonic Band 4	Chorus I	Chamber Choir 1
Dance I	Honors Symphonic Band 4	Chorus II	Chamber Choir 2
Dance II	Wind Ensemble 1	Chorus III	Chamber Choir 3
Dance III	Wind Ensemble 2	Chorus IV	Honors Chamber Choir 3
Dance IV	Wind Ensemble 3	Women's Ensemble 1	Chamber Choir 4
Music	Honors Wind Ensemble 3	Women's Ensemble 2	Honors Chamber Choir 4
Concert Band 1	Wind Ensemble 4	Women's Ensemble 3	Music Theory I
Concert Band 2	Honors Wind Ensemble 4	Women's Ensemble 4	Music Theory 2
Concert Band 3	Jazz Ensemble 1	Men's Ensemble 1	AP Music Theory
Concert Band 4	Jazz Ensemble 2	Men's Ensemble 2	Theatre
Marching Band 1 (s) (Fall)	Jazz Ensemble 3	Men's Ensemble 3	Theatre I
Marching Band 2 (s) (Fall)	Jazz Ensemble 4	Men's Ensemble 4	Theatre II
Marching Band 3 (s) (Fall)	Orchestra I	Concert Choir 1	Theatre III
Marching Band 4 (s) (Fall)	Orchestra II	Concert Choir 2	Theatre IV
Symphonic Band 1	Orchestra 3	Concert Choir 3	Technical Theatre I
Symphonic Band 2	Honors Orchestra 3	Honors Concert Choir 3	Technical Theatre II
Symphonic Band 3	Orchestra 4	Concert Choir 4	Technical Theatre III
Honors Symphonic Band 3	Honors Orchestra 4	Honors Concert Choir 4	Technical Theatre IV

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

Music Course Descriptions

Concert Band

Concert Band 1, Concert Band 2, Concert Band 3, Concert Band 4

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

Marching Band

Semester Courses: Marching Band 1, Marching Band 2, Marching Band 3, Marching Band 4

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

Symphonic Band

Symphonic Band 1, Symphonic Band 2, Symphonic Band 3, Honors Symphonic Band 3, Symphonic Band 4, Honors Symphonic Band 4

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

Wind Ensemble

Wind Ensemble 1, Wind Ensemble 2, Wind Ensemble 3, Honors Wind Ensemble 3, Wind Ensemble 4, Honors Wind Ensemble 4
Level 6 performance standards are achieved through the study of grade 5 and 6 band literature. The wind ensemble performs the most difficult literature and includes the most advanced student musicians. Opportunities for solo and small ensemble experience is included. Students will develop individual musicianship as well as group performing skills. Marching may be included. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

Jazz Ensemble

Jazz Ensemble 1, Jazz Ensemble 2, Jazz Ensemble 3, Jazz Ensemble 4

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation. *Prerequisite: Demonstrated Ability/Teacher Recommendation Concert Band*

Orchestra

Orchestra I, Orchestra II, Orchestra 3, Honors Orchestra 3, Orchestra 4, Honors Orchestra 4

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

Arts Education

Chorus

Year Courses: Chorus I, Chorus II, Chorus III, Chorus IV

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

Women's Ensemble

Year Courses: Women's Ensemble 1, Women's Ensemble 2, Women's Ensemble 3, Women's Ensemble 4

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

Men's Ensemble

Year Courses: Men's Ensemble 1, Men's Ensemble 2, Men's Ensemble 3, Men's Ensemble 4

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

Concert Choir

Concert Choir 1, Concert Choir 2, Concert Choir 3, Honors Concert Choir 3, Concert Choir 4, Honors Concert Choir 4

These courses are for advanced soprano, alto, tenor, and bass voices. There are many opportunities to participate in programs. Students are required to perform at the discretion of the choral director. *Prerequisite: Demonstrated Ability/Teacher Recommendation*

Chamber Choir

Chamber Choir 1, Chamber Choir 2, Chamber Choir 3, Honors Chamber Choir 3, Chamber Choir 4, Honors Chamber Choir 4

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

Music Theory

Music Theory 1, Music Theory 2

Music Theory 1 and 2 offers students an opportunity to study the basic aspects of music notation, the study of pitch and time, and the application of these to scales. Key signatures, intervals and other elements of music are also studied.

AP Music Theory

This class is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. The course deals with the technique of written composition, ear training, form, analysis, aesthetics, and physics of sounds. *Prerequisite: At least two years of prior study in music are required, as well as a thorough knowledge of the system of musical notation*

Theatre Course Descriptions

Theatre

Year Courses: Theatre I, Theatre II, Theatre III, Theatre IV, Theatre V

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

Technical Theatre

Year Courses: Technical Theatre I, Technical Theatre II, Technical Theatre III, Technical Theatre IV

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

Dance Course Descriptions

Dance I

Dance I explores movement as a creative art form. Students study dance elements, basic principals of composition, various cultures, historical periods, and career opportunities while experiencing the roles of dancer and choreographer. Student learning includes kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance.

Dance II

Dance II builds upon improvisational skills and choreography techniques learned in Dance I. Dance II emphasizes students' acquisition of intermediate movement skills, refined motor control, responsibility for personal health, aesthetic and philosophical perspectives, and dance history from ancient to medieval periods. Students learn technical/theatrical skills for dance production through presentation of learned skills to selected audiences. *Prerequisite: Dance I*

Dance III

Dance III emphasizes the study of dance as a creative, expressive, and interdisciplinary art form; intermediate level of technical skill; commitment to personal fitness; performing with greater fluency, precision, and articulation; and dance history from Renaissance through Romantic periods. Students analyze and evaluate the impact of dance, create meaningful dance compositions, and maintain a portfolio which contains visual examples of their work. *Prerequisite: Dance II and teacher recommendation*

Dance IV

Dance IV emphasizes an advanced level of technique; refinement of skills as both choreographer and performer; assessment of personal fitness; development of personal goals; dance history during the Twentieth Century and into the contemporary era; integration of dance and other content areas; application of creative and technical knowledge and skills through a variety of production and performance opportunities; dance history from the Twentieth Century and into the contemporary era; and analysis, synthesis and evaluation of their own and others' choreography. Students maintain a portfolio which contains visual examples of their work. *Prerequisite: Dance III, portfolio and teacher recommendation*

Visual Arts Courses

Art I*	AP Studio Art Drawing	Crafts IV	Ceramics II
Art II	AP Studio Art 2-D Design	Photography I	Ceramics III
Art III	AP Studio Art 3-D Design	Photography II	Ceramics IV
Art III Honors	Crafts I	Photography III	Art History
Art IV	Crafts II	Photography IV	Art History AP*
Art IV Honors	Crafts III	Ceramics I	

– All visual arts courses follow the North Carolina Standard Course of Study.

– Courses in a sequence (such as Art I, II, III, and IV) require the previous course to be passed before taking the next higher level course.

Visual Arts Course Descriptions

Art I

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

Art II

Emphasis is placed on the elements and principles of design and further exploration of the art processes and techniques in the areas of drawing, printmaking, fine crafts, sculpture, art history, and overall curriculum connections. Students are prepared in Art II to make choices for more advanced work in art. Design concepts are stressed.

Prerequisite: Art I

Art III

This course is for those students who desire a concentrated study of the fine arts. Students will be guided in the process of establishing goals, developing individual styles, becoming familiar with art schools and careers, and developing the work habits that will enable success in the fields of art. Students are prepared in Art III to make choices for more advanced work in art. *Prerequisite: Art II*

Art III Honors

Addresses the Art III competency goals and objectives and additional goals and objectives specific to Art III Honors for advanced expertise in content knowledge in aesthetics, criticism, art history, technique, and use of mediums and equipment. Students at this level will be required to develop and maintain a portfolio of work. *Prerequisite: Art I, Art II, and teacher recommendation.*

Art IV

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

Prerequisite: Art III

Art IV Honors

Addresses Art IV competency goals and objectives and additional goals specific to Art IV Honors for advanced expertise in content knowledge in aesthetics, criticism, art history, technique, and use of mediums and equipment. Students are expected to become initiators of learning and accomplishment. Students are expected to maintain and show a portfolio of work at the end of the course. *Prerequisite: Art III Honors and teacher recommendation.*

AP Studio Art Drawing

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art Drawing. Students will develop an advanced drawing technique portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, portfolio, and teacher recommendation*

AP Studio Art 2-D Design

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art 2-D Design. Students will complete a portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Portfolios may be accomplished through a variety of processes and techniques such as photography, weaving, mixed media, painting, etc. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, Craft II or Photography II; portfolio; and teacher recommendation*

AP Studio Art 3-D Design

This course follows the outline as provided by the Advanced Placement Program and the North Carolina Standard Course of Study for AP Studio Art 3-D Design. Students will complete a portfolio which contains quality, breadth, and concentration sections to complete requirements for the AP Studio Art Exam. Portfolios may be accomplished through a variety of processes and techniques such as ceramics, sculpture, bookmaking, jewelry, etc. Students at this level will be required to exhibit their work in a one-person show at the end of the year. *Prerequisite: Art II, Craft II or Ceramics II; portfolio; and teacher recommendation*

Crafts I

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

Crafts II

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

Arts Education

Crafts III

Students will be equipped with background and experiences provided so they will have the security and self-motivation to set their own goals and devise means for achieving these goals in a directed studio situation. Students at this level will be expected to maintain documentation of a portfolio. *Prerequisite: Crafts II*

Crafts IV

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

Photography I

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

Photography II

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

Photography III

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

Photography IV

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

Ceramics I

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

Ceramics II

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

Ceramics III

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

Ceramics IV

In Ceramics IV, students with a special interest in clay will continue to improve production methods learned in Ceramics III. Advanced hand building and decorating techniques are learned. Ceramics IV presents a focus on the expressive qualities of form and surface and offers a wide range of creative possibilities. Students will be expected to exhibit their portfolio. *Prerequisite: Ceramics III*

Art History

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

Art History AP

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

English Courses

English	English IV*	Speech & Debate II	Journalism I
English I*	English IV Honors*	Honors Speech & Debate III	Journalism II
English I Honors*	English IV w/ AP Lit. & Comp.*	Honors Speech & Debate IV	Journalism III
English II*	Electives	Film as Literature	Journalism IV
English II Honors*	Bible as Literature	Foundations of English I	Yearbook I
English III*	Creative Writing	Fundamentals of Composition	Yearbook II
English III Honors*	Library Science and Information Studies	Library Science and Information	Yearbook III
English III w/ AP Lang. & Comp.*	Speech & Debate I	Literacy	Yearbook IV

English Course Descriptions

English I

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

English II

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

English III

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

English III w/ AP Language and Composition

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

English IV

Students read, analyze, and respond to British literature. Writing, critical thinking, grammar, and language skills are emphasized. The product, presentation, and portfolio components of the Graduation project are completed during English IV.

English IV w/ AP Literature and Composition English

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

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

Bible as Literature

Students examine the stories of the Bible with respect to cultural, historical, and literary contexts. Emphasis is placed on narratives and the literary qualities of the text (use of symbols, metaphor, repetition, dialogue, etc.).

Creative Writing

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

Film as Literature

Students study film and other media as visual and auditory texts. Students develop an understanding of the many dimensions (i.e. philosophical, ethical, and aesthetic) of the literature experience, and make comparisons between written and visual texts.

Speech & Debate I

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

Speech & Debate II

Students further develop skills in communication, logic, and reasoning learned in Speech & Debate I. They learn advanced techniques of public speaking and debate, work independently on an area of specialization for competition, and work collaboratively through participation in evaluation and critique of peer performances. *Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.*

Honors Speech & Debate III

Students expand public speaking and forensic skills learned in Speech and Debate II. Emphasis is placed on application of content within and across curricular areas. Honors activities may include required and/or advanced:

- reading lists
- writing assignments
- projects
- portfolio assessments
- seminar
- performance

Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Honors Speech and Debate IV

Students expand fundamental and advanced skills learned in Honors Debate III, learn principles of leadership and coaching techniques as well as demonstrate superior skills of analysis and evaluation of classmates and teammates. Honors activities may include required and/or advanced:

- reading lists
- writing assignments
- projects
- portfolio assessments
- seminar
- performance

Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Foundations of English I

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

English

Fundamentals of Composition

Students focus on improving writing fluency and organization as well as skills in writing for different purposes and audiences. Special emphasis is given to the informational writing environment that is assessed on the 10th Grade Writing Assessment.

Literacy

Students improve reading and writing skills, strategies and techniques necessary for success in all content area courses.

Journalism I

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

Journalism II

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

Journalism III

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

Journalism IV

Students use advanced design and layout techniques, write extensive, quality copy free of errors, edit and revise other students' copy and

layouts, serve as organizational planners for soliciting advertisements and for the distribution of the school newspaper.

Yearbook I

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

Yearbook II

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

Yearbook III

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

Yearbook IV

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

Library Science and Information Studies

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

World Languages

World Languages Courses

Arabic I*	French I*	Japanese I*	Spanish I*
Arabic II*	French II*	Japanese II*	Spanish II*
Honors Arabic III	Honors French III*	Honors Japanese III	Spanish for Native Speakers *
	Honors French IV*	Honors Japanese IV	Honors Spanish III*
Mandarin - Chinese I*	French v-AP Language	Latin I*	Honors Spanish for Native Speakers II*
Mandarin - Chinese II*	German I*	Latin II*	Honors Spanish IV*
Mandarin - Honors Chinese III*	German II*	Honors Latin III*	Spanish V - AP Language
Mandarin - Honors Chinese IV*	Honors German III*	Latin IV - AP Vergil*	Spanish VI - AP Literature
Mandarin chinese V-AP Language	Honors German IV*	UNCC High Flyers Courses: French, German, Spanish	
	German V - AP Lanuage		

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

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

World Languages Course Descriptions

Arabic I, French I, Spanish I, German I, Japanese I, Mandarin Chinese I

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

Arabic II, French II, Spanish II, German II, Japanese II, Mandarin Chinese II

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

Prerequisite: Level I parts 1 and 2 / or full year Level I of the same World Language.

Honors Arabic III, Honors French III, Spanish III, German III, Japanese III, Mandarin Chinese III

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

Prerequisite: Level II of the same world language

Honors French IV, Spanish IV, German IV, Japanese IV, Mandarin Chinese IV

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

Prerequisite: Level III of the same world language

World Languages

French V - AP Language, Spanish V - AP Language, German V - AP Language, Japanese V - AP Language, Madarin Chinese V- AP Language

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

Spanish VI - AP Literature

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

Spanish for Native Speakers I

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

Honors Spanish for Native Speakers II

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

Latin I

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

Latin II

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

Latin III Honors

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

Latin IV - AP Vergil

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

UNCC High Flyers Courses - French, German, Spanish

These courses are for advanced students of French, German, or Spanish who wish to continue their study of the language after exhausting the course offerings in their language at their high school. These courses are offered each semester after school on the UNCC campus, and the topics change with each course. Students may take up to three UNCC High Flyers courses in their language over the course of multiple semesters. For applications and additional information, please see the guidance counselor. *Prerequisite: Successful completion of Honors Level IV or the same world language.*

World Language Credit: Scenarios for the 2011-2012 School Year

- A rising 9th grade student may have already earned one world language credit by successfully completing both level I parts 1 and 2 in 7th and 8th grade. This sequence taken in middle school will not impact their high school GPA, although the grade will still be reflected on their transcript.
- These students who have already earned a credit for a world language class may repeat that world language course in high school, but will receive no credit for that repeated course. However, their grade in the repeated course will not be factored into their high school GPA.
- A rising 9th grade student who only successfully completed one part of the two-year world language sequence in middle school or any of the non-credit middle school courses will not have earned any high school world language credit.

Health and Physical Education

Health and Physical Education Courses

Health Healthful Living*	ECS Adaptive Physical Education Electives Aerobics 1, 2 & 3	Physical Education Activities Sports Medicine 1 Sports Medicine 2 Sports Medicine 3
Physical Education Principles of Physical Education	Personal Health Issues Physical Conditioning 1, 2 & 3	

- Students in sequence (such as Physical Conditioning 1, 2, and 3) require the previous course to be passed before taking the next higher level course.
– Courses in a sequence require the previous course to be passed before taking the next higher level course.

Health and Physical Education

Health Course Descriptions

Required - Healthful Living Grade 9

During this required semester course, the learner will be provided with the opportunity to develop skills related to healthful living. Skill development occurs both through study of the skill, and application of the skills, related to healthful living topics and behaviors. Self-esteem building, behavior self-management, and communication skills are integrated with course content. Course content includes facts related to stress management, alcohol and other drugs, nutrition/weight management, protection of self and others, *Reproductive Health and Safety Education (RHASE), relationships and personal fitness.

**Healthful Living Grade 9 Note: Reproductive Health and Safety Education (RHASE) curriculum is designed to implement North Carolina General Statute 115C-81, Guidelines for Instruction Regarding Abstinence until Marriage and Sexually Transmitted Diseases, Including HIV/AIDS.*

RHASE lessons enable adolescents to develop the skills needed to practice abstinence until marriage, to know the consequences of sexual intercourse and know why it is inappropriate at their age. RHASE curriculum is designed to help adolescents understand themselves as sexual beings, and to utilize this knowledge in a responsible manner. It also provides adolescents with opportunities to look at issues, identify feelings and clarify family personal values before they make decisions related to relationships and sexual behaviors. Instruction includes more than basic biological facts about reproductive anatomy and physiology. It deals with sexuality issues and how they impact the total person. It also encourages communication between teens, parent(s)/guardian(s), peers and significant others about sexuality. If the parent/guardian does not wish for their child to participate in the RHASE unit, the student exemption form must be signed by the parent/guardian. The Request for Student Exemption form can be found on the CMS web site (www.cms.k12.nc.us) located on the Health and Physical Education page under "Documents." The alternative unit of study consists of an individual contract of activities, essays and projects dealing with the study of health, (i.e. the history of health, care of teeth, consumer health education, disease, systems in the human body, smoking, old age, and medical procedures).

Elective - Personal Health Issues

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

Physical Education Course Descriptions

Required - Principles of Physical Education

This course provides the learner with skills for an active lifestyle. Emphasis is placed on developing a competent skill level in at least one team sport, one individual or duel sport and one of the following movement forms: dance, gymnastics, aquatics or outdoor pursuits. Students will demonstrate understanding of movement concepts, principals, strategies and tactics through performance. Responsible personal and social behavior will be evident in student's regular participation in physical activity outside the physical education class setting.

ECS Adapted Physical Education

Adapted physical education must be indicated on the IEP or 504 Plan for a student to enroll.

Physical Education Electives Course Descriptions

Aerobics 1, Aerobics 2, Aerobics 3

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

Physical Conditioning 1, Physical Conditioning 2, Physical Conditioning 3

In these courses, learners will apply physiological, biomechanical and psychological principals to develop and realize personal fitness. High expectations for self-efficacy and social responsibility are combined with personal conditioning through intense exercise and the utilization of weight-training equipment.

Physical Education Activities (PEA)

The following paired activities were designed for learners to choose content that appeals and challenges them personally and to promote physical education outcomes (NCSCOS). Outcomes include: developing motor skill competency, understanding movement concepts, principals and strategies, personal fitness and social behavior. PEAS entail rigorous training in the specific content area(s).

- Ultimate Frisbee–Disc Golf PEA01
- Team Handball/Basketball PEA02
- Self-Defense/Golf PEA03
- Weight Management/Personal Fitness PEA04
- Line and Folk Dance/Social Dance PEA05
- Archery/Power Walking/Orienteering PEA06
- Volleyball/Triples VB/Softball PEA07
- Flag Football/Rugby/Soccer PEA08
- Racket Sports (tennis, table tennis, badminton) PEA09

Sports Medicine 1

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

Sports Medicine 2

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

Sports Medicine 3

Students will be assisting a certified athletic trainer in a hands-on learning experience with athletic teams. Students taking this course must have satisfactorily completed Sports Medicine I and II, and obtain the permission of the athletic trainer and coach to work as student assistant. Students must be available to assist with after school athletic events. *Prerequisite: Sports Medicine 1 and 2*

Mathematics Courses

Foundations of Algebra	Advanced Functions and Modeling*	AP Calculus AB*	IB Math High Level 2
Algebra 1*	Pre-Calculus*	AP Calculus BC*	IB Math High Level 3
Foundations of Geometry	Discrete Mathematics	IB Math Methods 1	
Geometry*	Discrete Mathematics Honors	IB Math Methods 2	
Geometry Honors*	Statistics	IB Math Studies 1	
Algebra 2 Honors*	AP Statistics*	IB Math Studies 2	
Technical Mathematics 1		IB Math High Level 1	

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

Grade 9	Grade 10	Grade 11	Grade 12
Foundations of Algebra*	Foundations of Geometry*	Tech Math 2	Advanced Functions & Modeling
Algebra I	Geometry	Algebra 2	Pre-Calculus, Discrete Math, Statistics
Geometry	Algebra 2	Advanced Functions & Modeling	AP Calculus AB/BC, AP Statistics, Discrete Math - Honors
Geometry - Honors	Algebra 2 - Honors	Pre-Calculus	AP Calculus BC, AP Statistics
Algebra 2 - Honors	Pre-Calculus	AP Calculus AB	

Mathematics Course Descriptions

Foundations of Algebra, Foundations of Geometry

These courses cover topics to better prepare students for Algebra I, and Geometry. Beginning with entering ninth grade students in 2009, students will earn elective credit, not math credit for successful completion of these courses.

Algebra 1

A study of algebraic concepts including operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representation of relations and use those representations to solve problems.

Geometry, Geometry Honors

A study of geometric concepts that moves from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. *Prerequisite: Algebra 1*

Algebra 2, Algebra 2 Honors

A study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Honors includes trigonometry topics. *Prerequisite: Algebra 1 and Geometry*

Technical Mathematics 2

A study of geometry, functions, and statistical methods for estimation and prediction are the topics to be studied in an application-centered environment. *Prerequisite: Algebra 1 and Technical Math 1. This course is only available to students who have successfully completed Technical Mathematics I during the 2010-11 school year.*

Statistics

This laboratory course emphasizes working with statistics and probability. *Prerequisite: Technical Math 2 and Technical Math 2*

Advanced Functions and Modeling

An in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. *Prerequisite: Algebra 2*

Discrete Mathematics, Discrete Mathematics Honors

A study of the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Honors includes in-depth investigations of elections and apportionment. *Prerequisite: Advanced Functions and Modeling or Pre-Calculus*

Pre-Calculus

An honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. *Prerequisite: Algebra 2 Honors and Honors Geometry*

Mathematics

AP Statistics

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

AP Calculus AB

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

AP Calculus BC

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

Math courses with Algebra 2 as a prerequisite that meet the new UNC minimum course requirement:

- AP Calculus*
- AP Statistics*
- Pre-Calculus
- Discrete Mathematics
- IB Mathematics
- Advanced Functions and Modeling

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Science

Science Courses

Earth/Environmental Science Offerings (any of these meet the graduation requirement)	Biological Sciences Offerings (any one of the courses below fulfills the graduation requirement)	Physical Science Offerings (any one of the courses below fulfills the graduation requirement)	Science Electives These courses do not fulfill graduation requirements.
Earth/Environmental Science	Biology 1	Physical Science	Greenhouse Biology
Earth/Environmental Science Honors	Honors Biology 1	Chemistry 1	Anatomy and Physiology
AP Environmental Science	AP Biology (2 periods)	Chemistry 1 Honors	Astronomy
		Physics Honors	Oceanography / Marine Science
		AP Chemistry (2 periods)	
		AP Physics B (2 periods)	

Science courses required for high school graduation: • Biology • A physical science course • An earth/environmental science course

Science Course Descriptions

Earth/Environmental Sciences

Earth/Environmental Science, Earth/Environmental Science Honors, ECS Earth/Environmental Science

Fulfills the Earth/Environmental Science graduation requirement

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

Astronomy

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

Oceanography/Marine Science

Emphasizes the interrelationships of physical geography, chemistry, geology and biological studies in the ocean environment. Oceanography/Marine Science should be taken in the fall, then followed with either Chemistry or Physical Science, because the syllabus and pacing guide have been created to prepare students to be successful in Chemistry.

Biological Sciences

Biology I, Biology I Honors, IBMYP Biology, AIS Biology I

Fulfills the biology graduation requirement.

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

Human Anatomy and Physiology, Human Anatomy and Physiology Honors

This course studies the structure and function of the human body with emphasis placed upon the concepts that help correlate the principals of structure and function.

Greenhouse Biology

The overview study of plant structure and function. In the course, students learned not only the basic scientific knowledge, but also economic importance and how to manage basic plant care and propagation. Greenhouse Biology should be taken in the fall and followed by Biology I in the spring, because the syllabus and pacing guide have been created to prepare students to be successful in Biology I (a "3" on the EOC Biology is required for graduation).

Science

Physical Sciences (1 is required for graduation)

Physical Science

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

Chemistry I, Chemistry I Honors, AIS Chemistry, MYIB Chemistry

This course is a laboratory-based science class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter. *Prerequisites: Algebra 1, Geometry Concurrent*

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

Physics Honors, MYIB Physics

This course is a laboratory-based science class in which students will study the fundamentals of the physical world of matter, energy, basic mechanics and particle physics. *Prerequisites: Geometry, Algebra 2 Concurrent. This is the recommended physical science course for college/university admission.*

AP Sciences - All 2 period AP Science classes will earn 1 science credit and 2 quality points

Environmental Science AP

This laboratory-based science class emphasizes the application of scientific concepts to the understanding and solution of environmental problems and solutions. This course fulfills the Earth/Environmental Science Graduation requirement. *Prerequisites: Algebra I*

Biology AP - 2 Periods

This laboratory-based science class emphasizes the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. *Prerequisites: Biology I, Chemistry I*

Chemistry AP - 2 Periods

This laboratory-based science class emphasizes an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data. *Prerequisites: Chemistry I, Algebra 2*

Physics B AP - 2 Periods

This laboratory-based science class is a non-calculus college course in general Physics. *Prerequisites: Algebra 2*

Physics CAP

This laboratory-based course is a calculus based college course emphasizing mechanics, electricity and magnetism. *Prerequisites: Calculus and Physics I*

AP Science Courses

Biology AP (2 periods)

Students will learn the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology. *Prerequisite: Biology I, Chemistry I*

Chemistry AP (2 periods)

Students will develop an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data. *Prerequisite: Chemistry I, Algebra 2*

Physics B AP (2 periods)

Non-calculus college course in general physics. *Prerequisite: Algebra 2*

Physics C AP (1 period)

Calculus-based college course emphasizing mechanics, electricity and magnetism *Prerequisite: Calculus and Physics I*

Environmental Science AP (1 period)

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

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

Social Studies

Social Studies Courses

World History World History*	United States History United States History*	AP Economics*	Contemporary Issues in NC
Honors World History*	Honors United States History*	AP European History*	Contemporary Law and Justice
Civics and Economics Civics and Economics*	AP U.S. History*	AP U.S. Government*	Geography in Action
Honors Civics and Economics*	Electives African-American Studies*	AP Psychology*	Psychology*
		AP Human Geography*	Sociology
		AP World History*	

Social Studies for 2007 and beyond graduating classes

Grade 9	Grade 10	Grade 11	Grade 12 - Electives
World History	Civics & Economics	U.S. History	Economics AP European History AP Human Geography AP Psychology AP U.S. Government AP U.S. History AP World History AP

Social Studies Course Descriptions

World History, World History Honors

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

Civics and Economics, Civics and Economics Honors

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

United States History, Honors

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

United States History AP

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

Electives

African-American Studies

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

Contemporary Issues in North Carolina History

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

Contemporary Law and Justice

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

Economics AP

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

European History AP

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

Geography in Action

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

Human Geography AP

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

Psychology

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

Psychology AP

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

Sociology

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

United States Government AP

This course will follow the outline from the AP bulletin. Students will engage in the examination of American government, famous court cases, political parties, exciting political debates and elections. The

Constitution is examined in depth as to how its application and evolution have evolved to meet the needs of a changing society and people. *Prerequisite: Civics and Economics, U.S. History*

World History AP

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

Prerequisite: World History

Career and Technical Education

CAREER FIELDS	CAREER CLUSTERS	CAREER FIELD DESCRIPTION
Arts and Communication Professions	Arts Audio/Video Technology and Communications	<ul style="list-style-type: none"> • Audio/Video Technology and Film • Journalism and Broadcasting • Performing Arts • Visual Arts • Apparel Development • Interior Decorator • Web/Digital
Health Professions	Health Science/Biotechnology	<ul style="list-style-type: none"> • Diagnostic Services • Health Informatics • Therapeutic Services • Nursing • Biotechnology • Research/Development • Pharmacy • Veterinary
Business, Management & Technology Professions	Business, Management & Administration Finance Information Technology Marketing Sales & Service	<ul style="list-style-type: none"> • Adm. & Info Systems • Bus. Financial Mgt. • Bus. Accounting Mgt. • Banking Services • Investment Planning • Network Systems • Program/Software Development • Communications • Buying & Merchandising • Management & Entrepreneurship • Sales & Marketing • Marketing and Communication
Human Services Professions	Hospitality & Tourism Human Services	<ul style="list-style-type: none"> • Lodging • Recreation, Amusement • Restaurants & Food/Beverage • Travel & Tourism • Cosmetology • Early Childhood Education
Design, Engineering, and Architecture Professions	Architecture & Construction Science, Technology, Engineering & Mathematics/Motorsports Transportation Distribution & Logistics Manufacturing	<ul style="list-style-type: none"> • Architecture • Construction • Design Operations • Engineering & Technology • Science and Math • Facility & Mobile Equip. • Sales & Service • Transportation Operations • Warehousing • Automotive Services
Natural Resources/Agriculture Professions	Agricultural, Food & Natural Resources	<ul style="list-style-type: none"> • Food Products/ Processing Systems • Horticulture • Plant Systems • Environmental Services

Career and Technical Education

CAREER FIELDS	INITIAL COURSE	TIER I COURSE	TIER 2 COURSE	TIER 3 COURSE
Arts and Communication Professions	Fashion Merchandising	Apparel Development I	Apparel Development II*	Small Business Entrepreneurship
	Multimedia & Webpage Design*	e-Commerce I	e-Commerce II*	
		Scientific & Technical Visualization I	Scientific & Technical Visualization II*	
Health Professions	PLTW Principles of Biomedical Science	PLTW Human Body Systems*	PLTW Medical Interventions	PLTW Biomedical Innovation
	Biomedical Technology	Medical Sciences I	Medical Sciences II*	
Business, Management & Technology Professions	Principles of Business & Finance	Accounting I	Computerized Accounting II*	Business Management & Applications
		Business Law	Small Business Entrepreneurship*	Business Management & Applications*
		Marketing	Marketing Management*	Strategic Marketing*
	Foundations of Information Technology	Network Engineering Technology I	Network Engineering Technology II*	
		Computer Engineering Technology I	Computer Engineering Technology II*	
		Programming I	Programming II*	
			AP Computer Science	
Human Services Professions	Sports & Entertainment Marketing I	Sports & Entertainment Marketing II*	Travel, Tour, & Rec. Marketing*	Small Business Entrep.
				Hospitality Operations
		Culinary Arts & Hospitality I	Culinary Arts & Hospitality II*	Hospitality Operations
		Early Childhood I	Early Childhood II*	Small Business Entrepreneurship
		Cosmetology I	Cosmetology II*	
Design, Engineering, and Architecture Professions	Drafting I	Carpentry I (A)	Carpentry II*(A)	
		Drafting II-Architecture*(A)		
	PLTW Introduction to Engineering Design	Housing & Interiors I (A)	Housing & Interiors II* (A)	PLTW-Eng. Design & Development (B)
		PLTW Principles of Engineering (B)	PLTW Civil Eng. & Architecture* (B)	
			Automotive II-Electrical* (C)	
		Automotive Services I (C)	Automotive II-Brakes* (C)	
Natural Resources/Agriculture Professions	Environmental & Natural Resources I	Environmental and Natural Resources II*		
		Foods I	Foods II*	
		Horticulture I	Horticulture II-Landscaping*	

Career and Technical Education

CTE Course Descriptions

Internship courses are discussed in the Career Based Learning Options section. All courses are one (1) period unless otherwise noted.

**Represents CTE second level (advanced) class*

Advanced Studies*

- Agricultural Education
- Business and Information Technology Education
- Family and Consumer Science Education
- Health Science Education
- Marketing Education
- Technology Education
- Trade and Industrial Education

Culminating course for seniors that are career-focused. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their ability to use content and apply knowledge to real world situations while working under the guidance of a teacher facilitator. *Prerequisite: Three credits in CTE program area.*

Apparel Development I

Examines clothing production in the areas of construction preparation and techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on applying construction and design skills to apparel and home fashion.

Apparel Development II*

Focuses on advanced clothing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce an apparel product. *Prerequisite: Apparel Development I*

Automotive Service

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

Automotive Brakes*

Automotive Brakes prepares students for Automotive Service Excellence (ASE) technician certification in both brakes and electronics *Prerequisite: Automotive Service.*

Automotive Electrical*

Prepares students for higher education and ASE technician certification in both brakes and electronics. *Prerequisite: Automotive Brakes*

Biomedical Technology

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

Business Law

Acquaints students with the basic legal principles common to business and personal activities. Units include evaluating contracts, maximizing

purchasing power through credit, purchasing appropriate insurance, and renting and owning real estate.

Business Management and Applications*

Covers the organizational functions of business including total quality concepts, project management and problem solving. Units include analyzing the social, technological and organizational systems in business, such as communications, records management and meeting and conference coordination. *Prerequisite: Two credits in Business and Information Technology Education, grades 9-12, Recommend Computer Applications I and Computerized Accounting I*

Multimedia and Webpage Design*

Includes integrated software applications and advanced desktop publishing, multimedia production and basic web page design.

Computer Engineering Technology I

Introduces the essential competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Essentials exam objectives. Students demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems including hardware and software.

Computer Engineering Technology II* – Honors

Provides the competencies for an entry-level IT technician. This course focuses on the CompTIA A+IT Technicians Exam objectives. Students demonstrate knowledge of troubleshooting, upgrading, and maintaining computer systems including soft-skills needed for working with customers. Work based strategies appropriate for this course are job shadowing, internship and cooperative education. *Prerequisite: Computer Engineering Technology I.*

Computer Programming I

Introduces the concepts of programming, applications development and writing software solutions using Visual Basic. Emphasis is placed on the software development process, the principles of user interface design and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. *Prerequisite: Algebra I recommended.*

Computer Programming II* – Honors

Allows students to access and manipulate data in a variety of data structures including Access, Structured Query Language (SQL), XML, and text files. Emphasis is placed on advanced functionality, packaging and deploying business solutions, and program life-cycle revision and maintenance. *Prerequisite: Computer Programming I*

AP Computer Science (A)

Introduces development of computer programs with an emphasis placed on logic and design issues that make programs understandable, adaptable, and when appropriate reusable. Computer Science A emphasizes object-oriented programming using the Java programming language. Students will focus on the development and analysis of algorithms, data structures and abstraction with an emphasis on problem solving. A firm foundation in math as well as written communication is recommended.

Accounting I

Helps students understand the basic principles of the accounting cycle. Units include recording business transactions, preparation and interpretation of financial statements, accounting systems, and banking and payroll activities.

Career and Technical Education

Computerized Accounting II* – Honors

Includes partnership accounting, adjustments and inventory control systems, budgetary control systems, and cost accounting.

Prerequisite: Computerized Accounting I

Carpentry I

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

Carpentry II* – 2 periods

Covers advanced aspects of carpentry with emphasis on development of skills introduced in Level I. *Prerequisite: Construction Technology I.*

Recommend Geometry

Cosmetology I – 2 periods

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

Cosmetology II* – 4 periods

Covers advanced development of process, techniques, and skills. Topics include artificial nails, nail art, advanced chemical restructuring, advanced color techniques, facials, hair extensions and advanced hair styling. *Prerequisite: Cosmetology I*

Culinary Arts and Hospitality I – 2 periods

Introduces students to basic food production, management, and service activities in both the back and the front of the “house”. Emphasis is placed on sanitation, safety, and basic food preparation.

Culinary Arts and Hospitality II* – 2 periods

Includes menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced. *Prerequisite: Culinary Arts & Hospitality I*

Drafting I

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

Drafting-Architectural II* – Honors

Teaches advanced applications in architectural drafting. *Prerequisite: Drafting I*

Early Childhood Education I – 2 periods

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

Early Childhood Education II* Honors – 2 periods

Prepares students to work with children in child care, preschool, and/or after school programs. Clinical experiences in local profit and non-profit child care centers and CMS elementary schools are an integral part of the instruction time. *Prerequisite: Early Childhood Education I.*

e-Commerce I – Honors

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

e-Commerce II* – Honors

Helps students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites. *Prerequisite: e-Commerce I*

Environmental and Natural Resources I

Provides introduction to environmental studies including renewable and non-renewable natural resources, history of the environment, air and water quality, land use regulations, soils, weather implications, fisheries, forestry and wildlife habitat. This is the introductory course for the Natural Resources/Agriculture Professions Career Field. Environmental and Natural Resources II
Offers instruction in best management practice

Environmental and Natural Resources II*

Offers instruction in best management practice, methods and techniques of conservation, air and water regulation, wildlife and forestry. Skills in biology, chemistry and algebra are reinforced through application. *Prerequisite: Environmental and Natural Resources I.*

Fashion Merchandising

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

Foods I - Fundamentals

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

Foods II* - Advanced

Focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using technology. Food safety and sanitation receive special emphasis. Students have the opportunity to take the exam for the ServSafe credential from the National Restaurant Association. *Prerequisite: Foods I - Fundamentals or Culinary Arts and Hospitality I*

Foundations of Information Technology

Provides students with the essential competencies to pursue further study in Information Technology. Emphasis is on the career concentrations of network systems, information support and services, programming and software development and interactive media. Students will study new and emerging developments in information technology basics, applications, and systems, while enhancing technical skills, academic foundations, communication, leadership teamwork, ethics, and legal responsibilities.

Career and Technical Education

Horticulture I

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

Horticulture II*– Honors

Covers instruction that expands scientific knowledge and skills to include advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management and career planning. *Prerequisite: Horticulture I*

Horticulture II*– Landscape Construction

Provides hands-on instruction and emphasizes safety skills needed by landscape technicians. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Units of study include interpreting landscape designs, identifying landscape plants and planting/ maintaining trees, shrubs and turf. Emphasis is placed on grading and drainage, irrigation, paver installation and the use of landscape equipment. *Prerequisite: Horticulture I*

Hospitality Operations

Introduces students to the career opportunities available within the hospitality industry –both in lodging and food service. This course provides a solid foundation of hospitality operations. –Emphasis is placed on customer service, ethics, the basics of business structure, and management principles. Units include human resources, marketing and sales, accounting, housekeeping, maintenance, security and the front office.

Housing and Interiors I

Focuses on housing and interior decisions that individuals and families make based on their needs, environment and technology. Units include selecting goods and services, creating functional and pleasing living environments and using design principles.

Housing and Interiors II* – 2 periods

Prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Units include application of design theory to interior plans and production, selection of materials and examination of business procedures. *Prerequisite: Housing and Interiors I or Apparel Development I*

Marketing

Emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution financing, selling, pricing, promotion, marketing information management, and product/service management. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conference, and competitions provide many opportunities for applications of instructional competencies.

Marketing Management*

Continues the foundations covered in Marketing, Fashion Merchandising and/or Sports Entertainment. Topics of study include recruiting, hiring, training and evaluating employees; information management; purchasing, pricing, ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course.

Medical Sciences I

Uses investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes the language of medicine, anatomy and physiology, body chemistry and the current and futuristic study of diseases and disorders. *Prerequisite: Biology, Algebra I, Health Education Recommended*

Medical Sciences II* Honors

Places emphasis on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems, assessment and diagnostic practices, and health maintenance practices. Problem solving and decision-making are stressed. *Prerequisite: Allied Health Sciences I or Medical Sciences I*

Network Engineering Technology I (CCNA Discovery I)

Introduces students to fundamental networking concepts and technologies. This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in the home and small business environment. These online materials will assist students in developing the skills necessary to plan and implement small networks across a range of applications. This course prepares students with the skills needed to obtain entry-level home network installer jobs. It also prepares students with some of the skills needed for Network Technician, Computer Technician, Cable Installer, and Help Desk Technician jobs.

Network Engineering Technology II (CCNA Discovery II)*

Provides an introduction to routing and remote access, addressing and network services. It will also familiarize students with servers providing e-mail services, web space and Authenticated Access. This course prepares students with the skills required for entry-level Help Desk Technician and entry-level Network Technician jobs. This course also prepares students for the CCENT (CISCO Certified Entry Network Technician). *Prerequisite: Network Engineering Technology I.*

PLTW Biotechnical Engineering*

Employs relevant projects from Biotechnology, Bioengineering, Biomedical Engineering, and Biomolecular Engineering to teach students to apply and develop secondary-level knowledge and skills in biology, physics, technology, and mathematics.

PLTW Civil Engineering and Architecture* - Honors

Provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions via hands-on projects and activities. Course replaces Drafting III.

PLTW Computer Integrated Manufacturing*- Honors

Applies principles of robotics and automation, builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use Computer Numerical Control equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

Career and Technical Education

PLTW Digital Electronics - Honors

Encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

PLTW Engineering Design and Development

Emphasizes working in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Check with your CDC for prerequisite information.

PLTW Human Body Systems*

Allows students an opportunity to discover the relationship of basic human physiology and the care and maintenance required to maintain human health. Students use a variety of monitors in conjunction with software to evaluate the body at rest and under stress. Students record their observations, interpret the data and draw conclusions on interactions between the various body systems.

PLTW Medical Interventions

This course focuses on preventive measures and the important roles scientific thinking and engineering design play in the development of interventions of the future. Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail.

PLTW Introduction to Engineering Design – Honors

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

PLTW Principles of Engineering – Honors

Focuses on understanding the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

PLTW Principles of Biomedical Sciences

Provides an introduction to the biomedical sciences through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions.

Principles of Business and Finance

Introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course.

Scientific and Technical Visualization I

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

Scientific and Technical Visualization II* Honors

Provides students with advanced skills in the use of complex visualization tools for the study of mathematics or science. Students develop increasingly complex data and concept driven visualization models. *Prerequisite: Scientific and Technical Visualization I*

Small Business Entrepreneurship

Introduces students to the rewards and risks of owning or operating a business enterprise. Units include mastery skills needed to plan, organize, manage and finance a small business. *Prerequisite: Two credits in the same CTE Pathway.* This is a “*” course in selected pathways. Check with your CDC for additional information.

Sports and Entertainment Marketing I

Emphasis is placed on the following principles as they apply to the Sports and Entertainment industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Sports and Entertainment Marketing II*

Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion and sponsorships. *Prerequisite: Sports and Entertainment Marketing I*

Strategic Marketing Honors*

Challenges students by combining into one course the content taught in the marketing and Marketing Management course. The curriculum, activities, and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Marketing simulations, projects teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

Travel, Tourism, and Recreation Marketing*

Provides a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality / tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development.

Career and Technical Education

Academic Internship Program

Internships provide hands-on, work-based learning experiences for students in their areas of career or academic interest. Students must complete all the requirements and activities outlined in the internship handbook in order to receive full or partial elective or CTE credit. Credit is awarded in one quarter increments up to a full one unit of credit. CTE supports internship opportunities for high school students through the academic, course related, and/or general internship programs. The chart below highlights the requirements for the internship programs.

Students interested in participating in an internship should see the Academic Internship Coordinator, Career Development Coordinator, or school counselor for further information and complete requirements for each internship program.

CRITERIA	ACADEMIC INTERNSHIP ANSWERS
Credit Awarded	Elective ¼, ½, ¾ or 1
Letter Grade	YES
Grade Point Average	NO
Application Required	YES
Transportation Provided	NO
Participation Time	School Year & Summers
Eligible for Participation	Grades 10 -12

CTE Academies

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

Academy of Engineering (MotorSports):

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

Academy of Finance:

International Business and Communications School at Olympic

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

Academy of Information Technology:

Phillip O. Berry Academy of Technology

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

CPCC Academies – Juniors and Seniors

Automotive/Motorsports Academy

This career academy centers on the basic repair skills that are used in the automotive and motorsports industries. Courses in automotive and race car technology are offered at the North Campus. Students will earn college credits toward degrees in automotive, race car technology and engineering.

Cox Shepp Construction Academy

This career academy prepares students for career entry as contractors, foremen, estimators, construction superintendents and construction project managers. Construction Management Courses are taken at CPCC Harper Campus. Students can earn college credits toward degrees in engineering, construction management and related fields and elective credits in high school.

Criminal Justice Academy

This career academy centers instruction on planning, managing and providing corrective, security and protective, legal and homeland security services. Criminal Justice courses are offered at the CPCC-North Campus. Students participate in the Law Enforcement Exploring Post and a summer internship.

Exceptional Children Programs

Exceptional Children Programs			
English	Extended Math IV	Individual Curriculum Science III	Occupational Preparation II
Extended English I	Occupational Mathematics 1	Science	Occupational Preparation III
Extended English II	Occupational Mathematics 2	Occupational Science I	Occupational Preparation IV
Extended English III	Occupational Mathematics 3	Occupational Science II	Occupational Preparation V
Extended English IV	Social Studies	Health/PE	Occupational Preparation VI
Individual Curriculum English I	Extended Social Studies I	Adp Health/PE	Occupational Prep Lab I
Individual Curriculum English II	Extended Social Studies II	Adp PE	Occupational Prep Lab II
Individual Curriculum English III	Extended Social Studies III	Electives/Other	Occupational Prep Lab III
Individual Curriculum English IV	Individual Curriculum Social Studies I	Careers	Occupational Prep Lab IV
Occupational English I	Individual Curriculum Social Studies II	Prs Lvg I	Occupational Prep Lab V
Occupational English II	Individual Curriculum Social Studies III	Prs Lvg II	Occupational Prep Lab VI
Occupational English III	Occupational Social Studies I	Car Exp I	Study Skills I
Occupational English IV	Occupational Social Studies II	Car Exp II	Study Skills II
Mathematics	Science	Life Skills	Study Skills III
Extended Math I	Individual Curriculum Science I	Job Training	Study Skills IV
Extended Math II	Individual Curriculum Science II	Community Training	Study Skills V
Extended Math III		Occupational Preparation I	Study Skills VI

Exceptional Children Course Descriptions

English

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

Comm Arts I, Comm Arts II, Comm Arts III, Comm Arts IV

Progression of instruction in practical and applied literacy skills to prepare for daily life in post-secondary settings. Students access information and produce permanent products in a variety of formats to engage in lifelong literacy activities.

Occupational English I, Occupational English II, Occupational English III, Occupational English IV

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

Mathematics

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

Individual Curriculum Math I, II, III, IV

Progression of instruction in practical and applied math skills such as numeracy, data analysis, spatial relationships and measurement concepts. Students solve problems in the context of daily living in order to engage with increased independence in post-secondary settings.

Occupational Mathematics 1, Occupational Mathematics 2, Occupational Mathematics 3

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

Social Studies

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

Occupational Social Studies I

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

Occupational Social Studies II

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

Science

These courses follow equivalent content of corresponding regular education courses with modifications in depth of instruction, materials used, scope and sequence.

Individual Curriculum Science I, II

Progression of instruction in adapted environmental, life, physical and science inquiry skills. Students apply knowledge of their natural surroundings to engage in lifelong inquiry for practical purposes as well as contribute to self-awareness.

Occupational Science I

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

Occupational Science II

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

Exceptional Children Programs

Health/PE

Adp PE

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

Adp Hlth/PE

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

Electives/Other

Careers

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

Prs Lvg 1, Prs Lvg 2

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

Car Exp 1, Car Exp 2

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

Life Skills

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

Occupational Preparation I, Occupational Preparation II, Occupational Preparation III, Occupational Preparation IV, Occupational Preparation V, Occupational Preparation VI
Instruction following course requirements developed by the NCDPI for pursuing the occupational pathway for a diploma.

Occupational Preparation Lab I, II, III, IV, V, VI, (Y)

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

Job Training (Y)

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

Community Training (Y)

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

Electives

Designed to provide curricular assistance, learning strategies, and/or support to students in the areas of science, health, and social studies.

High School Athletics - Grades 9-12

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

Sports Offerings

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

Responsibilities of Parents and Student-Athletes

- Must pay a \$100.00 per athlete, per season (fall-winter-spring) participation fee or meet the waiver criteria to participate in high school athletics.
- Must receive a medical examination each year (365 days) by a duly licensed physician, nurse practitioner or physician assistant.
- Must not accept prizes, merchandise, money or any item that can be exchanged for money as a result of athletic participation.
- May not, as an individual or as a team, practice during the school day.
- May only attend summer camps to which the athlete or his/her parents pay the fees.

Additional Information

Athletic information included in this High School Planning Guide is provided as a resource. Specific questions or clarifications of athletic information and/or eligibility should be addressed to the school's athletic director. For additional information, contact the Charlotte-Mecklenburg Schools Department of Athletics Web site at www.cms.k12.nc.us/departments/athletics or call (980) 343-6980.

Athletic Eligibility Requirements

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

General Academic Requirements

- Must meet local promotion standards
- Must have earned a 2.0 GPA from previous semester
- Must have 85 percent attendance from previous semester
- Must have passed a minimum load of work during the previous semester

- Must be currently enrolled in at least one-half of the minimum academic course load
- Must be in attendance at school for at least one-half of the instructional day
- Shall not participate if he/she becomes 19 years of age on or before October 16 of said school year

Exceptional Children

The 2.0 eligibility rule will be waived if (1) IEP goals are being met; (2) satisfactory progress is being made in mainstreamed classes and (3) has the principal's recommendation.

Extended Year

A grade received in summer school after a student has failed a course and retaken it, may be substituted for a second semester grade when computing the athletic grade point average for first semester athletic eligibility.

Athletic Participation

- Students must be enrolled at the school to which they are properly assigned under CMS student assignment rules.
- Student-athletes establish a "sports school" at which they are eligible to participate in interscholastic athletics. The sports school for new students and 9th graders is the school in which the student is enrolled on the official first day of school.
- For other students, the sports school will usually be either the school attended the previous 365 days or the student's home school. There are exceptions to this general rule. Contact the Charlotte-Mecklenburg Schools Athletics Department for detailed information at (980) 343-6980.
- A student-athlete who changes schools after establishing a sports school, unless the new school is the student's home school, is ineligible for 365 days. (A "home school" is the school that serves the area where the student lives.) This rule applies to students who transfer from a magnet program to another school or magnet program, even if they are on the same campus.
- A student-athlete is prohibited from playing the same sport at two schools during the same sports season, even if the second school is the student's home school.

High School Athletics - Grades 9-12

- No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's entry into the ninth grade or participation on a high school team, whichever occurs first. For students who skip the ninth grade and advance directly to the 10th from the eighth, the year prior to entering the 10th grade is considered the first year of entry into ninth grade for athletics. The principal shall have evidence of the date of each player's entry into ninth grade. The North Carolina cumulative record is sufficient.
- Parents of student-athletes, and the athletes themselves are required to attend a pre-season meeting at the school prior to the fall, winter and spring sport seasons
- Student-athletes are required to sign the Student-Athlete Honor Code.
- Parents of student-athletes are required to sign the Parent Honor Code.

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



1. playfair@cms.k12.nc.us

2. (980) 343-1098

For more information about athletic-eligibility rules and the consequences for violations: www.cms.k12.nc.us

Summary of Standards

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

Basic/Introduction to.../Standard Version of Course

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

Academically Gifted/Honors

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

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

Advanced Placement/International Baccalaureate (IB)

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

Global competitiveness starts here.



**Education Center
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P.O. Box 30035
Charlotte, NC 28202
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Fax: 980-343-3647
www.cms.k12.nc.us**

In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

REACH FURTHER.