



THE  
**Capitol Encore**  
Table of Contents **ACADEMY**



2025 - 2026 High School Course Selection Guide  
[capitolencoreacademy.org](http://capitolencoreacademy.org)  
(910)849-0888

Information

How to Use This Guide -----	2
Schedule Change Statement-----	2
Important Policy Information -----	2-3

Charts

TCEA High School Graduation Requirements -----	4
------------------------------------------------	---

Registration

Registration Worksheet: Four Year Academic Plan -----	6
Student Graduation Checklist -----	7
High School Mathematics Registration Information -----	8-9

Online Options

North Carolina Virtual Public School -----	9
--------------------------------------------	---

Course Descriptions

English -----	10
World Language -----	11
Mathematics -----	13
Science -----	14
Social Studies -----	15
Arts Education -----	17
CTE Courses -----	20
Miscellaneous Electives -----	21

**NON-DISCRIMINATION STATEMENT**

It is the policy of The Capitol Encore Academy not to discriminate on the basis of race, ethnic origin, gender, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendment, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA). All courses are open to students regardless of race, gender, color, national origin, creed, disadvantaging or handicapping condition.

## How to Use this Guide

1. **Read all information in this Course Selection Guide Carefully.**
2. **Study The Capitol Encore Academy High School Graduation Requirements Chart on page 4.** **Look at the courses required for graduation and consider the elective course options each year.**
3. **Choose purses that will prepare you for your intended career and/or college major.** **Career and college planning materials are available in the counseling office.**
4. **Discuss your houses with your parents using the Registration Worksheet/Four Year Academic Plan (pg. 6).**
5. **Have your parents sign the completed Registration Worksheet/Four Year Academic Plan.**
6. **Register for your courses for your next academic school year on the Google Form that will be provided to you in your class.**

### Schedule Change Statement

The Capitol Encore Academy Graduation Requirements mandate that you must complete specific courses in order to graduate with a diploma. To avoid problems caused by schedule changes, you should complete and follow your Registration worksheet/Four-year Academic plan and meet with your school counselor or advisor to review your graduation progress.

### Important Policy Information

In order to receive a passing grade for a course, you (the student) must be in attendance for ninety percent (90%) of the class time or its equivalent as determined by the principal.

Students who attend a high school in which a maximum of eight (8) credits can be earned during the school year (4x4 Schedule):

- For promotion from grade nine (9) to grade ten (10), each student must pass a minimum of six (6) units of course credits. One (1) of these units must be in English.
- For promotion from grade ten (10) to grade eleven (11), each student must pass a minimum of thirteen (13) units of course credit in grades nine (9), ten (10). Two (2) of these must be English.
- For promotion from grade eleven (11) to grade twelve (12), each student must pass a minimum of twenty (20) units of course credit in grades nine (9), ten (10), and eleven (11) and be in a position to graduate at the end of the regular school year. Three (3) of these must be in English.

Students transferring into The Capitol Encore Academy who have been promoted under their previous school's standards will retain their pre-transfer grade level. Transfer students must then meet the local promotion standards for subsequent grade level promotion. North Carol

The principal or designee of the receiving school is responsible for evaluating the transfer student's academic progress; courses taken at the former school; availability of courses at the receiving school; extenuating circumstances; and any other relevant information before granting credits and assigning

classes.

- The receiving principal may recognize credits, combine similar credits, and use his/her authority to grade and classify" to facilitate a smooth transition. State and local graduation requirements must be met in order for students to obtain a diploma.

**Attendance:** The state board of education requires that students be enrolled in the public schools for at least 5.5 hours of instruction daily or 27.5 hours weekly. Students will be assigned to a full instructional day unless they receive appropriate approvals.

### **Course for Credit**

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- Must consist of a minimum of 150 clock hours of instruction in a traditional schedule;
- Must consist of a minimum of 135 clock hours of instruction in a block schedule;
- Must be directed by a teacher

One (1) unit of credit will be awarded for the course upon successful completion.

A course that consists of 300 clock hours of instruction in a traditional schedule of 270 clock hours of instruction in a block schedule will award two (2) units of credit upon successful completion. Credit will be awarded only at the completion of a two-credit hour course. Two-credit hour courses will not award a credit of completion of only half of the course.

### **Grading and Weighting of Grades**

High school grades 9 - 12 shall use one grading scale. The conversion of grades to quality points is standardized. Implicit conversion of percentage grades to letter grades according to the following widely used scale:

90-100 = 4.0

80 - 89 = 3.0

60 - 69 = 1.0

59 and below = 0.0

Grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales. The weighting for Honors classes shall be one-half (.5) of a quality point. The weight for Advanced Placement/International Baccalaureate (AP/IB) and Project Lead the Way (PLTW) courses shall be one (1) quality point. Grades are standardized to the following: 90 - 100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; 59 and below = F.

**Honors Courses:** The overall purpose of Honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on both depth and breadth of content. Instructors place additional emphasis on the application of content within each course and across related disciplines. Honors courses require advanced reading lists, advanced writing assignments, and independent study/projects. Additional activities may include follow-up assignments on enrichment activities and a portfolio collection of work. You may enroll in an Honors course if you possess the appropriate prerequisite courses and choose to participate in this more rigorous course of study.

### **Project Lead the Way Courses:**

Project Lead the Way courses expose high school students to an "Activity - Project - Problem-based" (APB) learning approach. Students participate in an advanced curriculum that asks students to take

on real-world challenges and provides opportunities to work with the same tools used by professionals in hospitals and labs. These compelling, hands-on activities and collaboration opportunities are STEAM-focused, allowing students to collaborate and create solutions to a real world problem. Students must possess the appropriate prerequisite courses and choose to participate in an advanced course of study. Project Lead the Way courses require more rigorous and expansive reading, writing, and research than an Honors or standard level course.

### **Advanced Placement Courses**

Advanced Placement courses expose high school students to college-level curriculum. Students may study challenging subjects of interest in a variety of areas: Arts, English, World Language, mathematics, Science, and Social studies through the Virtual Public School. In order to enroll in AP coursework, students must possess appropriate prerequisite courses and choose to participate in this advanced course of study. AP exams are administered in the spring of each school year. Colleges and universities may grant credit, placement, or both based on scores on the exams. AP courses require more rigorous and expansive reading, writing, and research than Honors or standard level courses..

### **Request for Early Graduation**

Some students may be eligible to graduate after three years in high school provided they have met The Capitol Encore Academy's minimum graduation requirements. Students may contact their school counselor to discuss eligibility, a possible three-year graduation plan and the pros and cons of the decision.

### The Capitol Encore Academy Graduation Requirements

From the time you enter kindergarten, you are getting ready for high school graduation. To make sure you are on track, remember that every high school student must meet state and local requirements. To see your Course and Credit Requirements, look in the boxes below. Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

CONTENT AREA	FUTUREREADY CORE
English	<b>4 Credits</b> I, II, III, IV
Mathematics	<b>4 Credits</b> NC Math I', NC Math II, NC Math III and a 4th math course to be aligned with the student's post high school plans. ** A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy. Please see your counselor for more details
Science	<b>3 Credits</b> A physical science course, Biology, Earth Environmental Science
Social Studies	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• World History</li> <li>• American History OR AP US History</li> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> </ul>
Health/ Physical Education	<b>1 Credit</b> Health/Physical Education
World Language	Not required for high school graduation. A two-credit minimum of the same foreign language is required for admission to a university in the UNC system.
Electives	<b>6 Credits</b> <ul style="list-style-type: none"> <li>1 Elective credit in Computer Science (REQUIRED)</li> <li>2 Elective credits in any combination of: Career and Technical Education (CTE), Arts Education, or World Languages</li> <li>4 Elective credits from one of the following is strongly recommended:           <ul style="list-style-type: none"> <li>• CTE – 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level</li> <li>• Arts Education – 4 credits (any combination) from any of the four Arts Ed. disciplines with at least 1 credit at the second level</li> <li>• World Language – 4 credits within the same world language</li> <li>• Advanced Placement and International Baccalaureate – 4 credits of AP/IB courses</li> <li>• Cross Disciplinary – 4 credits from any combination of courses that relate to students' career or other interests, with at least 1 credit at the second or honors level.</li> <li>• Career and College Promise – 4 high school credits in any of the 3 Career and College Promise Pathways</li> </ul> </li> </ul>
<b>** All students must complete CPR instruction in order to receive a diploma**</b> <b>** Students on an individualized education program may be exempted if their disability would prevent them from completing the graduation requirement.</b>	

<b>Total</b>	<b>22 Credits</b>
--------------	-------------------

\* Math I requirement may be fulfilled by successfully completing Math I in the 8th grade. This course will count toward graduation requirements, but the students' GPA will be computed with only courses taken during the high school years.

\*\* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

\*\*\* A student who takes American History or AP US History instead of taking American History I and American History II must also take an additional social studies course in order to meet the four credits requirement.

\*\*\*\* CPR requirement is a result of legislation HB 837.

Name:				Student ID:			
<b>Registration worksheet/Four Year Academic Plan</b> <b>COURSE PLANNING CHART</b>							
Grade 9		Grade 10		Grade 11		Grade 12	
English		English		English		English	
Math		Math		Math		Math	
Science		Science		Science		Science	
Social Studies		Social Studies		Social Studies		Social Studies	
Health/PE		Health/PE		Health/PE		Health/PE	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	
<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>	
<b>ADDITIONAL COURSES</b> <b>(8th Grade (High School Credit Course), Summer School, NCVPS, and High School Connections)</b>							
<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>		<b>Total Units</b>	

## The Capitol Encore Academy Graduation Requirements Checklist

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

English (4 credits)	9th Grade English I <input type="checkbox"/> completed	10th Grade English II <input type="checkbox"/> Completed	11th Grade English III <input type="checkbox"/> completed	12th Grade English IV <input type="checkbox"/> completed
Mathematics (4 credits)	NC Math 1 <input type="checkbox"/> completed	NC Math 2 <input type="checkbox"/> completed	NC Math 3 <input type="checkbox"/> completed	4th Math Course <input type="checkbox"/> completed
Science (3 credits)	Earth/Environmental Science <input type="checkbox"/> completed	Biology <input type="checkbox"/> completed	Physical Science (physical science, chemistry, physics) <input type="checkbox"/> completed	
Social Studies (4 credits)	World History <input type="checkbox"/> completed	American History or AP US History <input type="checkbox"/> completed	FPUSNC: Civic Lit <input type="checkbox"/> completed	Economics & Personal Finance <input type="checkbox"/> completed
Health & PE	Health/PE (1 credit) <input type="checkbox"/> completed CPR (0 credit/pass an approved skills test) <input type="checkbox"/> Completed			
World Language (2 credits)	Semester 1 of language <input type="checkbox"/> completed	Semester 2 of language <input type="checkbox"/> completed		
Art (2 credits)	Art 1 <input type="checkbox"/> completed Art 2 <input type="checkbox"/> completed Art 3 <input type="checkbox"/> completed			
Electives (4 credits)	CTE <input type="checkbox"/> completed	Elective 2 <input type="checkbox"/> completed	Elective 3 <input type="checkbox"/> Completed <input type="checkbox"/> Comp. Sci.	Elective 4 <input type="checkbox"/> Completed <input type="checkbox"/> Comp. Sci.

## High School Mathematics Registration Information 2022-2023

- A student's fourth math course should be aligned with the student's post high school plans.
- NC Math 4 is intended for students who will continue their education in a Non-STEM related field
- PreCalculus Honors is intended for students who will continue their education in a STEM related field
- Discrete Math for Computer Science is intended for students pursuing a Computer Science or related field

**Recommendations for Most Rigorously Appropriate Mathematics Course Placement for rising 9th Graders**

**Schools will place students in appropriate course levels, based on any one or more data points below**

8th Grade Course	Data Source	Threshold	Recommendation
Math 8	8th Grade Math Course Grade	A or B in either level	NC Math 1
	or		
	8th Grade EOG score for Math	4 or 5	NC Math 1 Honors
		3	NC Math 1
		2 or below	Foundations of NC Math 1
NC Math 1			
	NC Math 1 Course Grade	A or B	NC Math 2 (Honors)
		C or D	NC Math 2
	or		
	NC Math 1 EOC	3, 4, 5	NC Math 2 (Honors)
		2 and below	Foundations of NC Math 2 or NC Math 2

### Additional Registration Information

Students transferring with credits from a traditional pathway are recommended for the following math course placements.

Math Credits Transferring in	Math Course Placement
Algebra 1	NC Math 2
Algebra I, Geometry	Both NC Math 2 and Math 3 Students going from Geometry to NC Math 3 will miss significant portions of algebra content
Algebra I, algebra II	Both NC Math 2 and NC Math 3 Students going from Algebra II to NC Math 3 will miss significant portions of geometry content

### Typical High School Mathematics Course Sequences

Below are typical course sequences for taking mathematics in high school. This is not all possible scenarios. The gray-shaded box indicates the last course the student must complete to satisfy graduation requirements. Courses in bold indicate a math credit. Courses not in **bold** indicate elective credit.

	Year 1		Year 2		Year 3		Year 4
<b>A</b>	Foundations of Math 1	<b>NC Math 1</b>	Foundations of NC Math 2	<b>NC Math 2</b>	Foundations of NC Math 3	<b>NC Math 3</b>	<b>NC Math 4</b>
<b>B</b>	<b>NC Math 1</b>		<b>NC Math 2</b>		<b>NC Math 3</b>		<b>NC Math 4 or PreCalculus Honors or Discrete Math for CS</b>
<b>C</b>	<b>NC Math 1 (Honors)</b>		<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		<b>NC Math 4 (Honors) or PreCalculus Honors or Discrete Math for CS Honors</b>
<b>D</b>	<b>NC Math 2</b>		<b>NC Math 3</b>		<b>PreCalculus (Honors) or NC Math 4 (Honors)</b>		AP Statistics and/or Discrete Math for CS (Honors)
<b>E</b>	<b>NC Math 2 (Honors)</b>		<b>NC Math 3 (Honors)</b>		<b>PreCalculus (Honors) or Discrete Math for CS (Honors)</b>		AP Calculus AB/BC and/or AP Statistics
<b>F</b>	<b>NC Math 3 (Honors)</b>		<b>PreCalculus (Honors)</b>		AP Calculus AB	AP Calculus BC	AP Statistics

### ONLINE OPTIONS

North Carolina Virtual Public School: The North Carolina Virtual Public School (NCVPS), established by the North Carolina State Board of Education, is an online school community serving middle and high school students throughout the state of North Carolina. NCVPS is not degree granting, but instead transfers credit to the local school of record for placement on the student transcript upon successful course completion. Students must go to their local high school of record for any state mandated end-of-course testing and/or North Carolina final exams. For more information visit [www.ncvps.org](http://www.ncvps.org) and contact your school counseling office.

## **ENGLISH/LANGUAGE ARTS**

### **English I**

**Grade Level: 9 Credit: 1 unit**

**Prerequisite: None**

This course follows the NCSCOS for grade 9 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions/arguments, demonstrate understanding of topics of study and convey experiences written, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

### **ENGLISH I HONORS (Through NCVPS)**

**Grade Level: 9 Credit: 1 unit**

**Prerequisite: None**

This course provides challenging reading, writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 9 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions/arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and

coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

### **English II**

**Grade Level: 10 Credit: 1 unit**

**Prerequisite: English I**

This course follows the NCSCOS for grade 10 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions/arguments, demonstrate understanding of topics of study and convey experiences written, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts. An End-Of-Course will be administered at the end of this course.

### **ENGLISH II HONORS (Through NCVPS)**

**Grade Level: 10 Credit: 1 unit**

**Prerequisite: English I**

This course provides challenging writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 10 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality,

increasingly challenging texts, reflecting global perspectives, and comprehending texts of steadily increasing complexity. Students learn how to offer and support opinions/arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

**Journaling I (Yearbook)**

**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**

**Prerequisite: None**

The annual staff develops, organizes, and publishes the yearbook. Students select and group pictures, sell advertisements, design layouts of copy, identify pictures, organize materials, and write copy. Students also learn business management skills in sales while producing and distributing the annual.

**Creative Writing I (Through NCVPS)**

**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**

**Prerequisite: None**

This course offers a study of literary themes in poetry, short stories and drama designed to improve analytical and evaluative skills needed in reading and discussing important literary works. The course introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South and North), Africa, Eastern Europe, Asia and the Middle East. Influential U.S. historical documents and a Shakespearean play should be included.

**WORLD LANGUAGE**

**American Sign Language (ASL) I -NCVPS**

**Grade Level: 9, 10, 11, 12      Credit: 1 unit**

**Prerequisite: None**

This course covers the beginning level of sign language for high school students. Beginning sign language is designed to assist the student in obtaining basic introductory knowledge of sign language. The student will learn basic sign language, sign vocabulary, grammatical structure, facial expression and body language. Proficiency exam will be given at the end of the course. *Note: this course is offered through NCVPS and will be completed during structured class time.*

**American Sign Language (ASL) 2 - NCVPS**

**Grade Level: 9, 10, 11, 12      Credit: 1 unit**

**Prerequisite: ASL I**

This course covers the beginning level of sign language for high school students. Advanced sign language is designed to assist the student in advancing their knowledge of sign language. The student will learn more advanced/complex sign language, sign vocabulary, grammatical structure, facial expression and body language. Proficiency exam will be given at the end of the course. *Note: this course is offered through NCVPS and will be completed during structured class time.*

*Note: this course is offered through NCVPS and will be completed during structured class time.*

**Spanish I**

**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**

**Prerequisite: None**

This course is intended for the beginning Spanish language student. Spanish I is designed to give students a balanced exposure to four language skills. The course objectives emphasize accurate pronunciation, structure knowledge with primary focus on the

present tense and language acquisition of basic vocabulary. The course provides students with opportunities to: reasons to and give oral directions and commands and to make routine requests in the classroom and in public place; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests. Students will begin to speak and write in the target language. Cultural similarities as well as differences between Spanish-speaking countries and the United States are studied. Proficiency exam will be given at the end of the course. *Note: this course is offered through NCVPS and will be completed during structured class time.*

### **Spanish II**

**Grade Level: 9, 10, 11, 12 Credit: 1 Unit**

**Prerequisite: Spanish I**

Spanish II is a continuation of Spanish I with a substantial amount of new grammatical structures. The course emphasizes listening with different aspects of the culture, including visual art, architecture, reading and writing. Students will begin to understand spoken Spanish and converse on a more sophisticated level. The students will become familiar with literature and music. Culture and history of Hispanic countries are also studied. The course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Proficiency exam will be given at the end of the course. *Note: this course is offered through NCVPS and will be completed during structured class time.*

### **German 1**

**Grade Level: 9, 10, 11, 12 Credit: 1 Unit**

**Prerequisite: None**

### **German 2**

**Grade Level: 9, 10, 11, 12 Credit: 1 Unit**

**Prerequisite: None**

**NNNN**

### **MATHEMATICS**

#### **Foundations of NC Math 1**

**Grade Level: 9, 10, 11 Credit: 1 Unit**

**Prerequisite: None**

Foundations of NC Math 1 is a continuation of the mathematical skills and concepts studied in middle school. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math 1. There will be an emphasis on developing concepts in algebra, functions and numbers and operations.

#### **NC Math 1**

**Grade Level: 9, 10, 11 Credit: 1 Unit**

**Prerequisite: None**

NC Math 1 provides students with the opportunity to study concepts of algebra, geometry, functions, numbers and operations, statistics and modeling throughout the course. The focus in NC Math 1 is on linear, exponential and quadratic functions. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric

properties, interpreting categorical and quantitative data. An end-of-course examination is administered at the end of this course.

#### **NC Math 1 Honors (through NCVPS)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

NC Math 1 Honors addresses the topics of NC Math 1 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

#### **Foundations of NC Math 2**

**Grade Level: 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Math 1**

Foundations of NC Math 2 is a continuation of the mathematical skills and concepts studied in NC Math 1. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math 2. There will be an emphasis on developing concepts in algebra, geometry and statistics.

#### **NC Math 2**

**Grade Level 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Math 1**

NC Math 2 continues a progression of the standards established in NC Math 1. In addition, there is a focus on quadratic, square root, and inverse variation functions. NC Math 2 includes: congruence and similarity of figures, right triangle trigonometry, modeling with geometry, probability, and justifying conclusions. An end-of-course examination is administered at the end of this course.

#### **NC Math 2 Honors (Through NCVPS)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

NC Math 2 Honors addresses the topics of NC Math 2 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

#### **SCIENCE**

##### **Biology I**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

Through laboratory and literary investigations, the Biology course provides in-depth study of the following concepts: the cell, the molecular basis of heredity, biological evolution theory, the interdependence of organisms, matter, energy, and organization in living systems, and the adaptive responses of organisms. An end-of-grade examination is administered at the end of this course.

#### **Earth/Environmental Science**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

The earth/environmental science curriculum focuses on the functions of Earth's systems. Emphasis is placed in matter, energy, plate tectonics, origin and evolution of the earth, solar system, and universe, environmental awareness, weather and climate, human population dynamics and sustainable living, and the cycles that circulate matter and energy through the earth system.

Science

**Project Lead the Way (PLTW) Principles of Biomedical Science - Honors**

**Grade Level: 9      Credit: 1 Unit**  
**Prerequisite: None, but requires AIG and/or Science Teacher Recommendation**

Honors Level Curriculum. In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

**Project Lead the Way (PLTW) Human Body Systems - Honors**

**Grade Level: 10      Credit: 1 Unit**  
**Prerequisite: PLTW Principles of Biomedical Science OR AIG/Science Teacher Recommendation**

Honors Level Curriculum. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**HEALTH EDUCATION I/PHYSICAL EDUCATION I**

**Grade Level: 9      Credit: 1 unit**  
**Prerequisite: None**

The course will enable students to gain knowledge and skills about healthful living

topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communications and relationships, personal, and consumer health. Students will provide evidence of mastery of their skills through a video recording during class time.

**Reproductive Health and Safety Education**

**Grade Level: 9      Credit: 0 Unit - taught in conjunction with Health and PE**

**Prerequisite: None**

State law requires teaching comprehensive sex education, medically-accurate sex education, or otherwise addresses all elements of comprehensive sex education as defined by the Sexuality Information and Education Council of the United States. Students will be provided information to help them understand healthy and effective interpersonal communication and relationships, will be provided information encouraging abstinence from sexual activity outside of marriage as a positive choice for young people as a means of preventing sexually transmitted diseases/infections, and will apply strategies that develop and maintain reproductive and sexual health. Classroom discussions regarding peer pressure, communication skills, the availability of contraceptives, sexual assault and sexual abuse, and sex trafficking awareness and prevention will take place.

Providing a foundation to understanding our nation's past and present, the American History course begins with the end of the French and Indian war in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections. This course replaces American History I and II for students who begin their freshman year in the 2020-2021 academic school year or beyond.

## **SOCIAL STUDIES**

### **World History**

**Grade Level: 9      Credit: 1 Unit**

**Prerequisite: None**

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of 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. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This course or its equivalent is a graduation requirement.

### **American History**

**Grade Level: 10      Credit: 1 Unit**

**Prerequisite: None**

### **Leadership Development/Student**

**Government Association**

**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**

**Prerequisite: None**

Planning for school activities, school service, and parliamentary procedure will be stressed in this course. This class should provide a study of the legal, educational and philosophical bases of student government. Activities may include travel to other campuses, area conferences and state conferences. The course is designed to teach leadership skills and to give practical experience in the field of student government. Course may be taken three times for credit.

art processes, techniques, procedures, and theories are presented in a problem-solving contest allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and understanding of past and present art forms, through the study of a variety of artists, artworks, cultures, and historical periods. Essential materials are supplied. Students may be asked to supply special project materials.

## **ARTS EDUCATION**

### **Visual Arts - Beginning**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

Visual Arts-Beginning is an introductory studio art course for students with limited art experiences. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art curriculum, art history and safety in the art room. Visual arts - Beginning explores various art media, processes, procedures, aesthetic theories and historical developments. Essential materials are supplied. Students may be asked to supply special project materials.

### **Visual Arts - Intermediate**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Successful completion of a beginning level art course, submission of Placement Portfolio**

Visual Art - Intermediate is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various

### **Art of Photography I**

**Grade Level 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

This course offers an introduction to the art of Photography. Students will learn about camera operation, artistic composition, creative effects, development, and prints. Students will also be introduced to different types of Photography styles, like Fashion, Sports, Portraits, and commercial products.

### **Digital Photography I**

**Grade Level 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Successful completion of a beginning level art course, submission of Placement Portfolio**

This course is for students who are interested in pursuing a more advanced study of digital photography. Through a series of projects and critiques, students will expand their technical abilities and explore their own personal aesthetics. Content, form, aesthetics, technical issues around processing, file formats, controlling exposure, and special effects techniques will be covered.

### **Technical Theatre I (Theatre Arts**

**Specialization - Intermediate)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

**Semester 1 and Semester 2 M-F 9:23 - 10:53**

This intermediate level course is for students with an interest in "hands-on" learning about the technical elements of theatrical production. Students learn about stagecrafts as they design, build, and paint scenery, explore special effects and typical theatrical machinery. Students learn about lighting, sound, and scenic design through theatrical production. This course is aligned to the Essential Standards theater arts curriculum at the intermediate level. Performances for the school and community are required and may involve some daytime, evening, or weekend participation. Students will learn about the creative and technical processes involved in the production of a film or video.

**Technical Theatre with Filmmaking II**  
**(Theater Arts Specialization - Proficient)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Successful completion of Technical Theater I**

**Semester 2 M-F 9:23 - 10:53**

Technical Theatre II is an honors level course for students with a foundational understanding of the theatrical production. This course is aligned to the Essential standards theater arts curriculum at the proficient level. Students are offered the opportunities for leadership and artistic design as they continue their study of production and technical elements of lighting, sound, sets, costuming, makeup, and other stagecraft as well as theater organization, management and operation. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Performance for the school and community are required and may involve some daytime, evening, or weekend participation. Students will creatively collaborate with other academic or arts disciplines in the production of films or videos.

**Acting and Direction - Stage and Screen I**  
**(Theater Arts specialization - Intermediate)**

**Grade Level: 9, 10, 11, 12**      **Credit:**

**1 Unit**

**Prerequisite: None**

**Semester 1 and Semester 2 M-F 7:50 - 9:2**

This course focuses on selected techniques and approaches to acting and directing. Students research, study, and implement acting elements and a variety of acting techniques, methods, and styles. Students are required to perform in a variety of roles. Students study the creative role of a director in both historical and contemporary theater. The course is aligned to the Essential Standards curriculum at the proficient level.

**Acting and Direction - Stage and Screen II**  
**(Theater Arts specialization - proficient)**

**Grade Level: 9, 10, 11, 12**      **Credit:**

**1 Unit**

**Prerequisite: Successful completion of Acting and Direction II**

**Semester 2 M-F 7:50 - 9:20**

This course sharpens focus on selected techniques and approaches to acting and directing. Students research, study, and implement acting elements and a variety of acting techniques, methods, and styles. Students are required to direct a play from start to finish including casting, rehearsals, and production. The course is aligned to the Essential Standards curriculum at the proficient level.

**Dance - Beginning (Dance Science)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

Dance-beginning is an introductory level course for students with little to no dance experience and is aligned to the Essential Standards dance curriculum at the beginning level. The course brings together science and a variety of dance forms to develop skills

through a studio experience. The students will explore dance science through conditioning, dance sequences, improvisation and a variety of dance styles. Dance conditioning will build a strong foundation for movement efficiency and safety. The dance sequences will pull a specific style of the week. Improvisation will be used as part of a warmup tool for classwork, as well as, exploring in the classroom with the support of the instructor. Altogether is an anatomical and physiological lens for learning and experiencing dance in a wide range of dance styles.

**Dance - Intermediate (Looking at Dance)**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: Successful completion of Dance Beginning/Placement Audition**

Dance-Intermediate emphasizes movement skills and performance values, through the study of selected dance techniques and genres. This course is aligned to the Essential Standards dance at the intermediate level. Looking at dance provides a survey of dance forms through reading, movement, film and choreographic elements and efforts. The foundation of the course will provide knowledge of choreographic elements and efforts to provide a basic foundation to build on. The course includes a breakdown of the historical background to the present and an examination of dance through reading and articles. The visual part allows the students to see the choreographic elements come to life. The embodiment or movement sections are intended to get the students the move and groove to what they read and watched. For a deeper exploration, the students will work together to accumulate their pieces with the help of the instructor.

**CTE COURSES**

**Animal Science I**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

This is a course offered through North Carolina Virtual Public Schools (NCVPS). This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Accounting I**

**Grade Level: 9, 10, 11, 12**      **Credit: 1 Unit**

**Prerequisite: None**

This is a course offered through North Carolina Virtual Public Schools (NCVPS). This course is designed to help understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Foundations of Information Technology**
**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**
**Prerequisite: None**

This is a course offered through North Carolina Virtual Public Schools (NCVPS). This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced.

**Career Management**
**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**
**Prerequisite: None**

This is a course offered through North Carolina Virtual Public Schools (NCVPS). This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration;

evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Foods I**
**Grade Level: 9, 10, 11, 12      Credit: 1 Unit**
**Prerequisite: None**

This is a course offered through North Carolina Virtual Public Schools (NCVPS). This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLS) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

The course is divided into four nine-week segments covering: 1) verbal skills and strategies, 2) math skills and strategies, 3) technology applications including computer research skills, and 4) general test taking skills and skills required for transition from high school to college.

**Reading/Writing for Success 10th Grade  
EOC Prep**

**Grade Level: 10 Credit: 1 Unit**

**Prerequisite: Teacher Recommendation**

This course helps improve students' reading and writing skills through active use of reading and writing strategies. Students practice reading for information and comprehension, for improving vocabulary, and for gaining fluency. The process writing skills are used to develop practical skills including planning, drafting, revising, and editing a composition. The purpose of this course is to prepare students for their 10th grade English II EOC, with some time available for students to review for their NC Math 2 EOC. It is recommended that this course be taken in conjunction with English II.

**Peer Helping**

**Grade Level: 10, 11, 12 Credit: 1 Unit**

**Prerequisite: By Application**

Peer Helping is a class for those students interested in helping fellow students with problem solving tutoring, or areas in which the peer might have problems. Peer helpers may also assist teachers in various tasks. Training includes skills in listening, questioning, communication, problem solving, and tutoring. A selection process is used to determine entry into this course.

**MISCELLANEOUS ELECTIVES:**

**Freshman Seminar/EOC Prep/Study Hall**

**Grade Level: 9 Credit: 1 Unit**

**Prerequisite: None**

This course is designed to foster the academic and social development of students for the transition from middle to high school.. Topics include but are not limited to the following: organizational skills, time management, reinforcement of English skills, and math skills. Students in this course read Sean Covey's Seven Habits of Highly Effective Teens.

**ACT/preACT Prep**

**Grade Level: 10, 11 Credit: 1 Unit**

**Prerequisite: Teacher Recommendation**

preACT/ACT Preparation is a semester-long course designed to improve student performance on the ACT or preACT exams.