



2019 -2020

High School

Course Book

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Letter from the Superintendent, Dr. Pamela Baldwin

Dear Parent or Guardian:

Welcome to High School and the course selection process for the upcoming school year.

High school is a time of growth as children begin to unlock their potential and discover the gifts they will carry with them into adulthood. It is our hope that the rich academic programs offered by the Chapel Hill-Carrboro City Schools will enable our students to be challenged and to develop into young men and women who are prepared for success.

Our staff is committed to instructional excellence, focused on thinking and problem solving, as well as inspiring and empowering students to achieve and grow as globally competitive learners.

Thank you for partnering with us to ensure a world-class education for every student.



Pamela Baldwin
Superintendent of Schools

Mission Statement

Empower all students to acquire the knowledge, skills and insights necessary to live rewarding, productive lives, prepared to contribute positively to the global community.

Non-Discrimination Statement

The Chapel Hill-Carrboro Board of Education prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint or who wish to request accommodations under the Americans with Disabilities Act (ADA) may call Misti Williams, Title IX compliance officer, at 919-967-8211, ext. 28235.

Chapel Hill-Carrboro Board of Education

- Margaret Samuels, Chair (*Four-year term expires in 2019*)
- Joal Brown, Vice Chair (*Four-year term expires in 2021*)
- James Barrett, (*Two-year term expires in 2019*)
- Rani Dasi, (*Four-year term expires in 2019*)
- Amy Fowler, (*Four-year term expires in 2021*)
- Pat Heinrich, (*Four-year term expires in 2019*)
- Mary Ann Wolf, (*expires in 2021*)

Cross-Enrollment

Cross-Enrollment for Career & Technical Education (CTE) Class Options

If students do not have similar CTE options at their base school, the district will provide transportation mid-day for students to cross-enroll at another school.

Cross-Enrollment for Other Content Areas

In other content areas the student could cross-enroll if a school does not have a similar course, but transportation will not be provided and the student must attend that school for half a day.

How to Cross-Enroll

- Interested students should complete their registration as usual.
- Students should contact their counselor about their desire to cross-enroll. The counselor will coordinate with the other school to complete a schedule for half a day at each school.
- Students who cross-enroll must participate in interscholastic athletics at their home school.

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) offers middle and high school students the opportunity to personalize and accelerate their learning by earning credit for a high school course through demonstrating mastery of course content, without being required to complete classroom instruction for a certain amount of seat time. For specific details about Credit by Demonstrated Mastery, visit <https://sites.google.com/a/chccs.k12.nc.us/cdm>.

Students who wish to pursue CDM will need to show mastery of the content by passing two district assessments. In phase I, students must complete an exam of course content. In phase II, students must create a product/performance that exhibits deeper understanding and application of course content.

Rising ninth graders may apply for CDM in high school courses that are next in their course sequence. Contact your school counselor if you would like to learn more about applying for CDM.

Requirements for Graduation

Students must meet the following criteria to receive a high school diploma.

CPR Certification Requirement

Effective for the graduating class of 2014-15, students are required to receive instruction in the skills of CPR. Students who have taken it in 8th grade Healthful Living are counted as completing the requirement. School staff will arrange for other students to complete the requirement.

Future-Ready Core Curriculum

All students must meet the requirements of the Future-Ready Core Curriculum.

Local Graduation Requirements

All students must meet local requirements for graduation. These requirements include electives in Arts Education and Career Technical Education (CTE).

- 1 credit in CTE or Arts Education

Students following the math substitution process to meet math requirement for graduation must also complete:

- 4 credit pathway in CTE, Arts Education or other electives.

Service Learning

Students must complete the service learning requirement for graduation. Students who enter the district during their freshman, sophomore or junior year must perform 25 hours of service by the time they graduate. Students who enter the district for the first time as seniors must complete 15 hours of service learning to graduate.

The service learning hour requirements are:

- Students are required to complete 25 hours of service learning to receive a diploma.
- Completion of minimum service learning hours is required in order to be a junior or senior in good standing.
- Completion of minimum service learning hours is required in order to have parking privileges for juniors and parking and off-campus privileges for seniors.
- The hour requirements for students enrolling in the district as seniors will be prorated to 15 hours.
- Students in OCS meet this requirement by completing 300 hours of school-based

vocational training and 240 hours of community-based vocational training. The student's status in meeting this requirement will be appropriately prorated in determining "good standing" as a junior or senior.


- Students who achieve 100 or more hours of service learning in at least two different projects will be noted in the graduation programs.


Beginning March 1, 2018, CHCCS students can utilize the LetServe website or app, (LetServe.com) to login, search for approved non-profit organizations, review service needs in our community, check their number of service hours, and more.

Once the student has entered and completed his or her service learning information, the supervisor for the pre-approved non-profit agency will then be able to login and approve student hours. At that point, students, counselors, and administrators will have access to how many hours each student has completed.

Our goal in creating this new tool is to make it easier for students to find meaningful community service experiences, explore real life situational needs, and to help foster a sense of caring for others in their community.

Credit Requirements Chart

Entering Grade 9	Graduation Year	Credit Requirements
2012-13 and Beyond	2016 and Beyond	<p>Future Ready Core = 22 Total Credits</p> <p> All curriculum changing to Common Core and NC Essential Standards (course titles will change)</p> <p>Basic Requirements Include:</p> <ul style="list-style-type: none"> • English, 4 credits • Math, 4 credits • Social Studies, 4 credits (World History, Civics, and either American History 1 and American History 2 or AP US History and 1 social studies elective) • Science, 3 credits (Biology, an earth science and a physical science) • Electives, 6 credits (2 of which

		<p>must be a combination of CTE, Art or World Language)</p> <ul style="list-style-type: none"> ○ If 2 electives are World Language, one additional CTE or Art credit required. ● Healthful Living (9th Grade PE and Health), 1 credit <p> Credit Pathway required if using Math Substitution Sequence</p>
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High School Testing Requirements

Upon completion of some high school courses, students are required to take a test developed by the North Carolina Department of Public Instruction (called End-of-Course, or NC Final Exam). The test counts for 20% of the student's final course grade. Courses with this requirement are noted in the course description.

Grade 10 students take the Pre-ACT in the fall.

Grade 11 students take the PSAT the fall.

Grade 11 students are required by the NCDPI to take The ACT Plus Writing in the spring. In October, grade 10 students are required to take the Pre-ACT. Most students can choose to use scores from The ACT to meet college entrance requirements and community college placement.

Grading Scales

Beginning in 2015-2016, numeric grades in place of letter grades will be reflected on the transcript. The grading scale for all NC Public high school students will be as follows:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = \leq 59

Quality Points (QP) Scale

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0
WF/WP = 0.0 (does not impact grade point average)

Weighted Grades for Advanced Courses

The North Carolina State Board of Education and the UNC Board of Governors determine which

courses are weighted. Courses will be given a “weight” according to the following:

- Honors courses will be weighted so that one (1) point is added to the value of the grade on the grading scale. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.
- All Advanced Placement (AP) and Project Lead the Way Engineering courses will be weighted so that two (2) points are added to the value on the grading scale. Effective with the freshman class of 2015-16, the weight for AP/IB and Project Lead The Way Engineering courses shall be one (1) quality point.
- These weighted grades (added quality points) will be computed into the grade point average (GPA).

Criteria for Pass/Fail

In an effort to encourage students to take courses that will enrich their academic careers and promote the process of lifelong learning without adversely influencing their GPA, students may elect to enroll in specific courses on a pass/fail basis (See guidelines below). **These courses will not be included in a student's grade point average (GPA). Students who take a course pass/fail are not eligible to be a valedictorian.**

Credit by Demonstrated Mastery is an exception to the rule for Pass/Fail courses. Students who receive credit for one or more courses by the state approved Credit by Demonstrated Mastery process will be eligible to be valedictorian if all other grades are A's (Board Policy 3450).

- Pass/fail courses may be taken as general electives. Courses taken to satisfy core curriculum requirements, courses required for graduation and other required courses may not be taken as pass/fail. The principal or designee monitors the enrollment process to ensure students are registering for the appropriate courses for the pass/fail option.
- Courses taken as pass/fail shall not be used in the calculation of the GPA.
- No more than four pass/fail courses may be taken during a student's high school career and the number of pass/fail courses taken shall not exceed two per academic year.
- The administration establishes a deadline after which a student cannot change the decision to take a course pass/fail.
- Students enrolled in a course on a pass/fail basis must meet all course requirements (e.g., attendance, reports, papers, projects, examinations, labs, etc.) and are graded in the usual way. In a course taken pass/fail, the instructor of the course converts the student's final grade to pass or fail at the end of the semester. Grades of “D” or higher are converted to “pass.”
- If the student takes a course pass/fail and then changes his/her course of study to one in which the pass/fail course is required for graduation, the number grade will be used on the student's transcript.

[Repeating a Course for which Credit was Earned: Request Form](#)

Grade Point Average (GPA)

GPA is computed at the end of each year through the following process:

1. Convert the final percentage grade in each course to its 4.0 equivalent including any additional Quality Points (QPs) if it was an Honors or AP course;
2. Total and divide by the number of courses taken.

High school courses taken in middle school are not computed into the GPA. Grades for these courses are included on the transcript and credit is awarded.

Note the following examples:

For Students Who Entered the Ninth Grade in 2014-2015 and Previous Classes

GPA with a Weighted Class

Course	Grade	QP	Weight	Total QP
Honors English	95=A	4.0	+1	5.0
World History	79=C	2.0	0	2.0
Math I	87=B	3.0	0	3.0
PE	76=C	2.0	0	2.0

12/4=3.0 GPA

GPA with No Weighted Class

Course	Grade	Total QP
English	95=A	4.0
World History	79=C	2.0
Math I	87=B	3.0
PE	76=C	2.0

11/4=2.75 GPA

For Students Who Are Enrolled in the Ninth Grade in 2015-2016 and Beyond

GPA with a Weighted Class

Course	Grade	QP	Weight	Total QP
Honors English	95=A	4.0	+5	4.5
World History	79=C	2.0	0	2.0
Math I	87=B	3.0	0	3.0
PE	76=C	2.0	0	2.0

11.5/4=2.87 GPA

GPA with No Weighted Class

Course	Grade	Total QP
English	95=A	4.0
World History	79=C	2.0
Math I	87=B	3.0
PE	76=C	2.0

11/4=2.75 GPA

Class Rank

High schools compile class rankings at the end of each semester and make the information available to the student, his or her parents or guardians, and to other institutions, at the request of the student or his or her parents or guardians. Class rankings are determined by the grade point average (GPA) computation for the courses taken at high schools in the district or at other accredited educational institutions within the United States. All grades for transfer courses taken at accredited institutions will be included in a student's class rank and GPA, including the North Carolina weighted grades for honors and advanced placement (AP) courses.

Valedictorian

The valedictorian(s) must be in residence at a high school in the district for one year prior to graduation and must have earned straight A's for all credits in grades 9-12. **Students who take a course pass/fail are not eligible to be a valedictorian.**

Credit by Demonstrated Mastery is an exception to the rule for Pass/Fail courses. Students who receive credit for one or more courses by the state approved Credit by Demonstrated Mastery process will be eligible to be valedictorian if all other grades are As (Board Policy 3450).

UNC Minimum Admission Requirements

Individual constituent institutions may require other courses in addition to the minimum requirements. For more information, visit the website at <http://www.northcarolina.edu/aa/admissions/requirements.htm>.

Course Requirements

Six course units in language, including:

- four units in **English** emphasizing grammar, composition and literature and
- two units of a **single world language other than English**

Four course units of **mathematics**, in the following following combination:

- Common Core Math I, II and III and one unit beyond Math III

(The fourth unit of Math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a Mathematics course unit in the twelfth grade.

Three course units in **Science**, including:

- at least one unit in a life or **Biological Science** (for example, Biology)

- at least one unit in **Physical Science** (for example, Physical Science, Chemistry, physics)

4 Credits in **Social Studies**, including:

- World History
- American History: The Founding Principles, Civics, and Economics
- American History I
- American History II OR AP US History**
- Additional social studies course**
- ** A student who takes 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 for graduation requirements.

High School GPA and SAT Scores

All applicants for first-time admission as freshmen must meet minimum high school GPA and SAT Scores.

The minimum SAT score is 800 (or ACT composite of 17) for students entering in Fall 2013 and beyond.

The minimum high school GPA requirement is **2.5** for students entering in Fall 2013 and beyond.

Students Entering in Fall	Minimum GPA	Minimum SAT	Minimum ACT	Exceptions per Campus
Fall 2013 (& beyond)	2.5	800	17	1 percent

Other Admissions Requirements

All applicants for admission to any UNC campus, except those exempted by current campus policies, must submit a standardized test score. See minimum admission requirements for the [UNC System](#).

Requirements for Promotion to Each Grade Level

- 9th to 10th: 5 units completed, including a full credit in English.
 - Students begin working toward the service learning requirement early in their high school careers.
- 10th to 11th: 10 units completed, including 2 credits in English, 1 credit in math, 1 credit in social studies, and 1 credit in science.

- Students continue working to meet the service learning requirement.
- 11th to 12th: 14 units completed, including 3 credits in English, 2 credits in math, 2 credits in social studies, and 2 credits in science; in addition, participation in the service learning program is recommended.
 - Students must complete the service learning requirement to receive a diploma.

For students who enter 9th grade in 2014-15 and beyond:

- 9th to 10th: Students must have earned 5 credits, including one credit of English and one credit of social studies.
 - Students begin working on the service learning requirement.
- 10th to 11th: Students must have earned 10 credits, including two credits of English, two credits of social studies, one credit of math, and one credit of science.
 - Students continue working to meet the service learning requirement.
- 11th to 12th: Students must have earned 14 credits, including three credits of English, three credits of social studies, two credits of math, and two credits of science.
 - Students must complete the service learning requirement to receive a diploma.

The Advanced Placement Program

The Advanced Placement (AP) program is designed to give students a chance to take college-level courses during high school. AP courses are structured to meet the needs of students who have completed all courses in a specific field at the high school level and are ready to move on to college-level work. AP courses are developed and standardized to meet college-level requirements. Students enrolled in AP courses will find that additional time and effort are required to be successful.

Students are required to participate in the AP testing for each AP course they take. All AP exams will be provided at no cost to enrolled students.

It is highly recommended that students take no more than three (3) AP courses at any one time. If students enroll in more than three (3) AP/Honors courses in a single academic year, they are advised to balance their course load by also enrolling in a study period and/or elective courses.

AP Scholars Awards

The AP program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This achievement is acknowledged by an awards certificate.

For more information, access <http://www.collegeboard.com>.

Report Cards /Transcripts

Report cards will be printed and issued to students every nine weeks. Progress reports will be available via Powerschool at the midpoint of each 9 week grading period.

As required by the State Board of Education, additional information (course grades, End-of-Course test scores, attendance, immunizations) will be included on transcripts, as well as a record of all courses attempted.

High school and/or college-level credits transferred from other accredited high schools in the United States will appear on the transcript.

Athletic Eligibility

Like most districts in North Carolina, CHCCS has used athletic eligibility standards established by the NC High School Athletic Association (NCHSAA). The NCHSSA standards require students to pass five of seven courses taken in the CHCCS schedule. NCAA eligibility standards and college admissions standards, however, are far higher than those required of student athletes. CHCCS explored eligibility standards that are more in line with those used for admission to institutions of higher education.

In June 2010, the CHCCS Board of Education adopted its new policy that requires student athletes to attain 2.0 or greater GPA in order to participate in athletics. This policy became effective in the fall 2011.

Scholastic Requirements

- A student, upon first entering 9th grade, is academically eligible for competition on high school teams.
- Students on a block format must pass three out of four classes during the previous semester; students on a traditional schedule must pass a minimum of five classes during the previous semester.
- Students must have earned a weighted grade point average (GPA) of 2.0 or higher from the previous semester.
- Students must meet local promotion standards.
- Office assistance, teacher assistance or laboratory assistance may not be used toward academic eligibility.
- No work previously passed by a student may be submitted as part of a minimum load.
- Summer school work used to make up part of the minimum load must be applied to the most recent semester.
- A student not academically eligible at the beginning of the semester is not eligible at any time during the semester. (Exception: A student who receives an incomplete that causes

him or her to fail to meet minimum scholastic requirements is ineligible until the course is satisfactorily completed. Eligibility is restored immediately upon completion.)

- A student academically eligible at the beginning of a semester remains academically eligible throughout the semester.

NC Academic Scholars Program

The students who qualify for this special recognition:

- Are designated by the State Board of Education as North Carolina Academic Scholars.
- Receive a seal of recognition attached to their diplomas.
- May use this special recognition in applying to post-secondary institutions.

Note: for more information, visit <http://www.ncpublicschools.org>.

Schedule Changes

Once students have selected their courses and completed registration, they are expected to follow that schedule for the upcoming academic year. It is extremely important to use care in registration and course selections. Once students and their parents/guardians have signed the registration form, they have contracted to participate in all listed courses and/or listed alternatives. Much attention and effort are given by the schools to student registration and to creating a master schedule that provides the greatest number of students with the best schedule possible.

When schedules are constructed and distributed to students prior to the opening of school, changes are restricted to the following categories:

- The student has no schedule or an incomplete schedule.
- The course is needed for promotion, graduation, or post-high school plans.
- The student has passed and received credit for the course.
- The student has previously failed the course with the assigned teacher.

Students enrolled in a course with a state End-of-Course (EOC) test may not drop the course after the 20th day of enrollment.

Senior Privileges

Seniors in good standing and eligible to graduate may be permitted to take six, rather than seven, classes. "Good standing" is defined as having earned 14 credits toward graduation; documented completion of 25 or 15 service learning hours (whichever is required for graduation); at least a 2.0 GPA; and no major disciplinary referrals. This privilege may be

revoked at any point if academic performance falls below a 2.0 or if the student's behavior is unacceptable.

The service learning requirement must be met in order for seniors to be eligible to receive off-campus, parking and/or free period privileges. Students should be proactive about completing, documenting and turning in hours. Service learning hours are not processed over the summer. The time to verify service learning at the start of the school year may result in a delay for those students seeking privileges.

Options to Earn High School Credit

College and University Courses

Students may take a UNC course or other college/university course as part of their high school programs. Requirements associated with taking college/university courses are as follows:

- The course does not replicate any high school course.
- All district high school offerings are exhausted as potential courses for the student.
- The student has high school approval for the college course signed by a high school counselor. Students must have an appointment with their counselor before registering for a college course.
- A college transcript must be sent to the high school at the end of each semester in which a student takes a college course. The student is responsible for confirming that the high school has received the transcript.
- The grade the student earned will become a part of the high school transcript and will be used to compute GPA and class rank. College courses are subject to the standardized weighting guidelines.
- Students are expected to complete any UNC course for which they have registered. If a student drops a course approved by the high school, the change must be in accordance with the high school course change policy.
- High school counselors and alpha administrators must approve any changes in college/university courses that occur after the initial course has been approved. Students who do not take the course in the approved semester must see their counselor to adjust their high school schedule.
- Transcripts reflect each and every course attempted, including but not limited to, courses taken via the North Carolina Virtual Public School, APEX Online Learning, UNC and Hill Learning Center.

North Carolina Virtual Public School (NCVPS)

High school students may enroll in a course through the NCVPS under any of the following conditions:

- A. The course is not offered in the district's curriculum;
- B. The course is offered in the district's curriculum, but not at a student's school;
- C. There is a scheduling conflict. Scheduling conflicts are defined as any conflict that prevents a student from graduating on time or prevents a student from being promoted to the next grade level.

High school students may enroll in a NCVPS course as part of their academic course load or in addition to their academic course load with principal approval. High school students shall not enroll in more than seven (7) courses during the regular instructional year, including NCVPS courses, courses taken on-campus, independent study, online courses by third-party providers, and/or dual enrollment courses. In addition to the seven (7) courses students are allowed to take during the regular instructional year, high school students may enroll in one (1) NCVPS course during the summer academic session. Rising 9th grade students are eligible to enroll in one NCVPS summer course.

The number of students at a high school enrolling in an NCVPS course may be limited by the number of seats available in a computer lab in a given class period. School counselors will ensure that students enroll in appropriate courses.

Schools will administer End-of-Course (EOC) tests, CTE's End-of-Course tests, or Advanced Placement examinations for students enrolled in NCVPS courses. Students are required to take the appropriate tests. Students taking a NCVPS summer course must take any associated EOC/CTE's EOC test at their home school during the designated August EOC test administration. Rising 9th grade students enrolled in NCVPS summer courses will take the EOC/CTE's EOC test at the high school they will attend the following year.

Access to a computer and internet access outside of the school day should not be a limitation for students who wish to take advantage of NCVPS courses.

Career and College Promise

Career and College Promise (CCP) provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas and associate degrees that lead to college transfer or provide entry-level job skills.

There are three pathways available to high school students:

1. Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit.
 2. Career and Technical Education Pathway leading to a certificate, diploma or degree.
 3. Cooperative Innovative High School Pathway (Middle College).
- Most Durham Technical Community College (DTCC) courses are offered on their campus. Students need to provide their own transportation.

- The Alamance Community College (ACC) Videography/Photography sequence is offered at East Chapel Hill High.
- The Cosmetology and Culinary sequence is offered on the ACC campus.
- Online Medical Terminology classes are also available.

To register, students/parents/guardians should contact their Career Development Coordinator. Transportation is not provided to any of the community colleges.

For an overview on North Carolina's Career and College Promise, visit

<http://www.ncpublicschools.org/advancedlearning/ccp/>

Middle College High School at Durham Technical Community College

Middle College High School (MCHS) at Durham Technical Community College (DTCC) is a Durham Public Schools high school for juniors and seniors. The school enrolls students from three school districts: Durham Public Schools, Orange County Schools and Chapel Hill-Carrboro City Schools.

Students apply for admission to MCHS. All materials required for the DTCC classes are free for MCHS students. When a student is accepted, he or she takes both community college courses and honors level high school courses. On average, students earn one year of university transfer credit while attending MCHS.

MCHS operates on an academic calendar with a block schedule (each course is completed in one semester in 90-minute class periods.) High school classes begin at 11 a.m. and end at 3:30 p.m.

Students must be at least a junior and 16-years old at the beginning of the school year. Students interested in applying to MCHS should see their counselor or go to the MCHS Web site: <http://mchs.dpsnc.net>.

MCHS Mission

The mission of Middle College High School is to expand learning opportunities for highly motivated students to earn a high school diploma while acquiring college credits toward an associate degree, a four-year college, or an industry certification credential.

- **Contact Information:**
1637 Lawson Street
Durham, NC 27703
919.686.3812
E-mail: mchs@dpsnc.net

APEX Learning Digital Curriculum

Apex Learning Digital Curriculum is CHCCS's solution for offering our High School students the option for credit recovery. Students who have not successfully earned required course credits are provided the opportunity to get back on track for on-time graduation using Apex Learning digital curriculum. The same rigorous, standards-based content that engages students earning original credit ensures that all students are mastering the skills and concepts necessary for their future success. Courses are offered in English, Math, Science, Social Studies, World Languages, and some electives.

To register, students/parents/guardians should contact their School Counselor. For an overview of Apex Learning, visit www.apexlearning.com

Phoenix Academy High School

Phoenix Academy High School is an alternative high school serving students enrolled in grades 9-12 who could benefit from a smaller school setting. Students must be referred by their school's Student Support Team. Students who are interested in participating in the Phoenix Academy program should contact their counselor or assistant principal.

Classes at PAHS run on a semester-length, 90-minute block schedule, which provides an opportunity to earn eight high school credits in an academic year. Instruction in the core academic areas of English, mathematics, science and social studies is provided by licensed classroom teachers and enhanced by the APEX Learning Environment. A Career-Technical Education teacher provides instruction in the use of technology and will provide career assessments and services. To enhance academic skills, Phoenix Academy teachers also focus on character development and building self-esteem. Participatory decision-making, behavior modification and mentoring relationships facilitate these goals.

Academies Offered in CHCCS

Academies provide a small learning community that focuses on quality instruction around a theme. Teachers work collaboratively to design and teach courses in order to create a community where students feel a sense of purpose, of direction, of security and of contribution to the greater good.

Freshmen and sophomores may be invited to participate in academy extracurricular opportunities and introductory courses. Students interested in the International Studies, Visual and Performing Arts and Social Justice Academies may apply by their sophomore year to become academy members as juniors and seniors. Students interested in the Information Technology Academy should complete an application their freshman year to enter the academy

classes as sophomores. Applications for all academies are available online and in school counseling offices.

Academies offered include:

- ***International Studies Academy*** at Carrboro High - prepares students to live and work in our increasingly small but diverse world; emphasizes a relevant approach to learning with seminars, in-depth research, service learning and guest speakers, students are involved in a rigorous course of study and develop strong professional relationships.
- ***Academy of Visual and Performing Arts*** at Chapel Hill High - inspires students to gain a deeper understanding of the world and themselves through the arts.
- ***Academy of Information Technology*** at Chapel Hill High School - introduces students to the broad career opportunities in a digital workforce; features a three-year academic sequence in which students take specialized courses each year in information technology, as well as college-level courses in their junior and senior year.
- ***Social Justice Academy*** at East Chapel Hill High - committed to the ideas and values of social justice, fairness, and equality for all.

For more information about these academies or any high school courses, contact your school counselor. To see academy courses within this course book, look for these symbols next to a course description.

What is an academy?

Academies provide a small learning community that focuses on quality instruction around a theme. Teachers work collaboratively to design and teach courses in order to create a community where students feel a sense of purpose, direction, security and contribution to the greater good.

How do students become a part of an academy?

Freshmen and sophomores may be invited to participate in academy extracurricular opportunities and introductory courses. Students interested in the International Studies, Visual and Performing Arts and Social Justice Academies may apply by their sophomore year to become academy members at your home school as juniors and seniors.

Where are academy courses in this course book?

The various academy courses are noted with a symbol. Courses for the International Studies Academy are denoted with a globe; the Academy of Visual and Performing Arts are denoted with a drama mask; the Academy of Information and Technology are denoted with a computer; the Social Justice Academy is denoted with scales.

The International Studies Academy at Carrboro High School

The International Studies Academy prepares students to live and work in the increasingly small



but diverse world. By analyzing different cultures, languages, world issues and business practices, students learn to successfully apply their education and skill sets in a global economy. Emphasizing a relevant approach to learning with seminars, in-depth research, service learning and guest speakers, students are involved in a rigorous course of study and develop strong professional relationships.

Academy study equips students for further study or employment in a variety of areas including: international business and sales; bilingual interpretation; environmental consulting; media and communications; foreign service or military service; intelligence and security; US Government and politics; international trade and shipping; economics; world languages education; and tourism.

The Academy of Visual and Performing Arts at Chapel Hill High School



When looking at humanity's contribution in various fields of study, few people can name famous scientists, mathematicians, linguists, etc. Most people are able to name many artists and their works. As students examine the importance of contributions to society, they should remember that artists have made contributions that have stood the test of time.

The mission of the Visual and Performing Arts Academy is to inspire students to gain a deeper understanding of the world and themselves through the arts. Students develop self-discipline, creativity and problem solving by collaboratively investigating historical and contemporary modes of visual and performing arts.

The Academy of Information Technology at Chapel Hill High School



The Academy of Information Technology (AOIT) is a program that will benefit students of all backgrounds and career interests. As technology becomes an integral part of our 21st century living, there are few career choices that do not involve some aspect of IT knowledge.

The IT courses offered align to industry-demands in the area of Computer Engineering, Computer Programming, Creative Arts and Sound Design, Game Design, and Networking Engineering.

Students enrolled in this Academy take a variety of IT classes

with collaborative IT-focused core courses: Honors English II and Honors Civics, two college level courses and have the opportunity to participate in a paid internship.

Note: After AOIT students have registered for their courses, non-academy students may enroll if space permits.

The Social Justice Academy at East Chapel Hill High School



The East Chapel Hill High School Social Justice Academy is committed to the ideas and values of social justice, fairness and equality for all. It prepares students to become responsible, caring, open-minded citizens who have a passion for justice. Students are exposed to the complexities of race, gender, socio-economics, age discrimination, educational opportunities, and religious and cross-cultural issues. By analyzing these factors, students begin establishing principles that guide them effectively throughout their lives and equip them to become contributing citizens in their communities.

The academy's goal is to establish partnerships with corporate and civic sponsors who provide internships and financial support to make the academy a success. Their support allows students to gain experience in the professional community and begin acquiring the practical skills that they need to become active leaders in their communities.

Arts Education Courses

The arts stretch our humanity. Arts education involves the whole human being. Exploring and learning visual art, dance, theatre and music stimulates and requires the use of all of the multiple intelligences. Studying the arts increase the the 21st century skills of cooperation and collaboration, problem solving, empathy for others, skillful communication, flexibility to change and critical thinking.

Students may enroll in either or all of the four arts forms: dance, music (vocal/instrumental), theatre or visual art (2-D or 3-D)

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Visual Arts Courses

54152X0CE Mixed Media Art & Design (Beginning Level)

This course provides students with an opportunity to explore two-dimensional and three-dimensional concepts through discovery, including drawing, painting, collage, digital media, sculpture, assemblage, metal and other processes. Students develop concepts and techniques. Projects will focus on elements of art and principles of design. The art and design process and critical thinking skills will be emphasized extensively. Students develop concepts and techniques in a sketchbook, which will be maintained throughout the year.

54612X0C1 Ceramics I (Beginning Level)

This course is a high school level introduction to handbuilding and wheel throwing methods for the creation of functional and sculptural forms. Creative and critical thinking are essential to the planning and development of project ideas. Additionally, students seek out a variety of inspirational sources and reflect upon the way art is used to document the human experience. Historical and contemporary clay works are examined for inspiration and reference. Students investigate formal qualities and surface design techniques including glazing of their original creations. Emphasis is placed on safe studio practices and processes.

54622X0C2 Ceramics II (Intermediate Level)

Prerequisite: Ceramics I

This course extends the students' technical skills by encouraging experimentation and collaboration with clay. Students must be self motivated and dedicated to increasing their level of mastery with clay while using the language of visual arts to communicate effectively. In this course, students refine their ability to synthesize different subjects, themes and visual metaphors into their work while generating innovative solutions to artistic problems. Students work more independently to solve advanced problems and make increasingly appropriate and

discriminating choices when forming and glazing. With guidance from the instructor and through individual and group critique, they identify and extend their personal strengths. Students examine a range of historical and contemporary clay works. Emphasis continues to be placed on safe studio practices and processes as the class learns about kilns and firing procedures.

54635X0C3 Honors Ceramics III (Proficient Level)

Prerequisite: Ceramics I and any other Visual Arts Course (not including AP Art History)

In Honors Ceramics III, students apply and expand upon earlier learned creative and critical thinking skills to artistic expression, as well as define their own personal ideas and culturally-informed philosophy about art. While students continue to work with teacher defined focus areas, they assume increased responsibility for idea development, as well as work collaboratively and conduct independent research related to the problem provided. Relevant historical and contemporary artists related work is researched. Students select more in-depth, independent and advanced explorations with processes, techniques and aesthetic issues. Students begin to develop a portfolio showing quality work, broad knowledge base and an in-depth understanding of personal art. Students continue to critique their own work and reflect about their process.

54645X0C4 Honors Ceramics IV (Advanced Level)

Prerequisite: Honors Ceramics III

As a sequel to Honors Ceramics III, students continue to build upon their prior knowledge and skills to develop and clarify creative thinking and art production skills, as well as define their own personal aesthetic. While students continue to work with teacher defined focus areas, they assume increased responsibility for idea development, as well as work collaboratively and conduct independent research related to the problem provided. Relevant historical and contemporary artists related work is researched. Work demonstrates more in-depth, independent and advanced explorations with a variety of processes, techniques and aesthetic issues. Students produce a portfolio showing quality work, personal relevance and growth over time. Students continue to critique their own work and reflect about their process.

54612X0GD Graphic Design I (Beginning Level)

Students use industry standard technologies to develop basic drawing skills, color theory, layout and graphic design principles. These skills are used to create and analyze graphic products, solve problems for real clients and expose students to a variety of career possibilities. Design concepts learned in this class are not only a foundation for graphic arts courses, but also yearbook, newspaper and literary/ art magazine courses.

54622X0GD Graphic Design II (Intermediate Level)

Prerequisite: Graphic Design I

Graphic Design II provides students with the opportunity to learn more complex rendering, design and graphic production skills and techniques. Class problems have more conceptual and technical depth as they build on the student's previous experiences in Graphic Design I.

54152X00D Visual Arts I (Beginning Level)

This course is a high school level introduction to drawing and painting media. At the foundational level, students build technique with a variety of media and processes, working largely from observation. Students study the work of other artists to help develop work that communicates personal relevance and meaning. Students understand the art criticism process by viewing and discussing the work of their peers and forming aesthetic judgments. Students are expected to keep their work in a work journal and reflect on and self-evaluate their artwork. This course gives students the tools to work through the advanced art courses.

54622X00 Visual Arts II (Intermediate Level)

Prerequisite: Drawing and Painting or Mixed Media Art & Design

This course is for students who wish to pursue the serious study of art and model the creative journey a contemporary artist makes. Students work with a variety of media and processes, from drawing and painting to printmaking, sculpture and alternative media. Students apply creative and critical thinking skills to develop work according to a theme or conceptual problem and begin to generate their own content and select appropriate media for work. They keep a work journal and explore advanced techniques and ideas. Students study the work of other artists, make interdisciplinary connections and attend local art shows on their own time. This course requires the student to be an independent thinker and be strong at self-directed learning. The classroom teacher's role is that of facilitator as students work collaboratively and independently on a wide breadth of work simultaneously. This course prepares students for the challenges of Honors Visual Art and the portfolio development process.

54175X00 Honors Visual Arts III (Proficient Level)

Prerequisite: Two full years of any combination of Visual Arts courses (not including AP Art History)

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

In Honors Visual Art III, students apply and expand upon earlier learned creative and critical thinking skills to artistic expression, as well as define their own personal ideas and culturally-informed philosophy about art. While students continue to work with teacher defined focus areas, they assume increased responsibility for idea development, as well as work collaboratively and conduct independent research related to the problem provided. Relevant historical and contemporary artists related work is researched. Students select more in-depth, independent and advanced explorations with processes, techniques and aesthetic issues. Students begin to develop a portfolio showing quality work, broad knowledge base and an

in-depth understanding of personal art. Students continue to critique their own work and reflect about their process.

54185X032 Honors Visual Arts IV 2D (Advanced Level)

Prerequisite: Honors Visual Art III

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

As a sequel to Honors Visual Art III with a 2D concentration, students continue to build upon their prior knowledge and skills to develop and clarify creative thinking and art production skills, as well as define their own personal aesthetic. While students continue to work with teacher defined focus areas, they assume increased responsibility for idea development, as well as work collaboratively and conduct independent research related to the problem provided. Relevant historical and contemporary artists related work is researched. Work demonstrates more in-depth, independent and advanced explorations with a variety of processes, techniques and aesthetic issues. Students produce a portfolio showing quality work, personal relevance and growth over time. Students continue to critique their own work and reflect about their process. All coursework completed follows the 2-Dimensional curriculum, students interested in 2D exploration should enroll.

5A007X0 AP Art History

Note: AP exam is required and may earn college credit with a high score.

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course offers students an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students will examine major forms of artistic expression from the prehistoric to the post-modern period in western and non-western cultures. They learn to look at works of art critically, with intelligence and sensitivity, to analyze what they see. Students gain an understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art. Class time is devoted to looking at and discussing important works of art. Students need to supplement class discussions with reading and note taking from an academically challenging textbook. This class is only recommended for students who have a strong interest in art and in history; who can learn independently from a textbook; and who will participate actively in a class based on a lecture/discussion format.

5A027X0 AP Studio Art (Drawing/2D Design)

Note: AP portfolio is required and may earn college credit with a high score.

Weighted Credit for AP Courses: Students will +2/Effective with the Freshman class of 2015-2016, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Prerequisite: Studio Art - Intermediate level. (Due to the intense workload and rigor of the course we strongly recommend students use Honors Visual Art III as a means to prepare for the workload, work completed during this year could be used in the AP portfolio).

AP Studio Art is designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation towards the end of the school year. The AP Studio Art Program consists of a portfolio that corresponds to most common college foundation courses. AP Students create a portfolio of 26 pieces to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.

Theatre Arts Courses

53152X00 Introduction to Acting - Theatre I (Beginning Level)

Course length: Year

This course covers the fundamentals of acting and character development. Students create believable characters through improvisation, pantomime/mime, monologues, two-person scenes and group scenes. Blocking techniques, vocal work, body movements and facial expressions are areas explored by Theatre I students. Students are required to attend one theatrical performance each semester and critique the play. Students also read a play each semester.

53162X00 Theatre II: Styles of Acting (Intermediate Level)

Prerequisite: Introduction to Acting - Theatre I

This course complements the work begun in Theatre I by incorporating a study of the styles of stage performance. Scenes from different historical periods and cultural perspectives are selected, directed and performed by the students under the supervision of the instructor. Learning lines is a requirement of this course. Students perform audition style monologues and produce an analysis for a one-act play they might direct. In addition, students are required to audition for all after school theatre productions. Note: Acceptance of a role is not required. Attendance at a minimum of one theatrical performance each quarter is required and attendance at local school performances is encouraged.

53175X00 Honors Theatre Arts III: Advanced Acting (Proficient Level)

Prerequisite: Theatre II or two levels of Technical Theatre

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman

class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course extends the concepts and skills developed in Theatre II by incorporating a study of multiple acting techniques, including Stanislavski's and Uta Hagen's techniques. Students complete independent scene work, develop a professional acting portfolio, and extend their knowledge of theatre history. Students produce and audition a full length student directed project. In addition, Theatre III students audition for all school productions. Note: Acceptance of a role is not required. Attendance at a minimum of one theatrical performance each quarter is required and this should include attendance at one of the school theatre productions.

53185X00 Honors Theatre Arts IV (Advanced Level)

Prerequisite: Honors Theatre Arts III or three levels of Technical Theatre

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Honors Theater IV operates as an independent production company run by students producing formal and informal theater that is relevant to their community. It explores many styles of theater and is evaluated for process, content and production quality, based on evaluation tools developed by the ensemble. Design of a full theatrical season and the completion of at least three formally produced shows within that season is required.

53612X00 Technical Theatre I (Beginning Level)

This course covers the basic elements of scenery construction and stage lighting. Costume, make-up and audio design are also studied. Students build scenery, light the stage, and provide running crews for all theatre productions, music, orchestra and band concerts, and other events taking place on our stage. Each semester 30 hours of work outside of class time is required on the production season. This work is scheduled on afternoons, evenings and weekends.

53622X00 Technical Theatre II (Intermediate Level)

Prerequisite: Technical Theatre I

This class meets simultaneously with Technical Theatre I and other levels of Technical Theatre. Students pursue a progressively more advanced degree of study, including scenery, lighting and costume designs. Students also take on leadership positions with Tech I students. Each semester, a minimum of 30 hours of work outside of class time is required on the production season. This work is scheduled on afternoons, evenings and weekends.

53635X00 Honors Technical Theatre III (Proficient Level)

Prerequisite: Technical Theatre II

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This class meets simultaneously with Technical Theatre I and other levels of Technical Theatre. Students pursue a progressively more advanced degree of study, including scenery, lighting and costume designs. Students also take on leadership positions with Tech I students. Each semester, a minimum of 30 hours of work outside of class time is required on the production season. This work is scheduled on afternoons, evenings and weekends.

53645X00 Honors Technical Theatre IV (Advanced Level)

Prerequisite: Technical Theatre III

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This class meets simultaneously with Technical Theatre I and other levels of Technical Theatre. Students pursue a progressively more advanced degree of study, including scenery, lighting and costume designs. Students also take on leadership positions with Tech I students. Each semester 60 hours of work outside of class time is required on the production season. This work is scheduled on afternoons, evenings and weekends.



53635X0 Honors Global Cinema and Filmmaking (CHS Only)

This course will expand the students' knowledge of film and theatre history, criticism, and production. Students will understand the cultural context at the time of production as well as the art form's lasting impact. Particular attention will be paid to the construction of films, as students will work individually and in groups to storyboard, act, film, edit and produce filmed productions for their online portfolio. Opportunities will be given to create films with a social justice lens, and submit films for professional review.

Dance Courses

Note: Carrboro High or East Chapel Hill High students who select CHHS dance courses will be expected to enroll for half a day at CHHS, not just for this course.

51152X00 Dance I (CHHS Only) (Beginning Level)

This course is an introduction to dance styles and techniques including beginning ballet, jazz, hip-hop, modern and ethnic. Students who have dance training are coached individually on development and advancement of technique. The daily warm-up activities emphasize ballet technique, flexibility and strength. Students need to do the following:

1. Wear appropriate dance attire daily.
2. Actively participate in a physically demanding dance class every day.
3. Demonstrate socially appropriate behavior at all times.
4. Cooperate and compromise with peers.
5. Participate in the required final exam during the end of the year dance concert.

This includes after school and weekend rehearsals, no exemptions.

6. Cooperatively choreograph and perform original student works for the midterm exam.
7. Be self-directed.

51162X00 Dance II (CHHS Only) (Intermediate Level)

Prerequisite: Dance I

Advanced techniques and choreography class for dancers with more training. Emphasis is on refining techniques and solo and group performances. In addition to Dance I requirements, students taking Dance II:

1. Master more complex dance techniques.
2. Demonstrate significant progress in strength and flexibility.
3. Model appropriate dance class and theater safety.
4. Model appropriate dance class and theater etiquette.
5. Take leadership roles in choreography of May Dance Concert.
6. Take leadership roles in production (technical, costumes, brochures and communications) of May Dance Concert.
7. Perform solos if assigned by instructor.
8. Attend pre-arranged homework rehearsals outside of class time.



51175X00 Honors Dance III (CHHS Only) (Proficient Level)

Prerequisite: Dance II

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Honors Dance III uses a modern dance-based approach and follows Dance II. Honors Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision and articulation. Students are instructed in prevention of common dance-related injuries and are encouraged to reassess their own healthy food and life choices. Students combine the use of improvisation, dance elements, choreographic principles and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods and make cross-curricular connections related to these historical periods. Students maintain a portfolio which contains written and/or visual examples of their work.



51185X00 Honors Dance IV (CHHS Only) (Advanced Level)

Prerequisite: Dance III

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5).

Weighted credit is determined by the State Board of Education.

Honors Dance IV uses a modern dance-based approach and follows Honors Dance III. Honors Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students analyze, synthesize and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the 20th Century and into the contemporary era is a major focus of Honors Dance IV. Students are directed to make cross-curricular connections related to the 20th century period. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students maintain a video portfolio which contains written and/or visual examples of their work.

Choral Music Courses



52162X0MCP World Culture Through Music Composition and Performance (CHS Only)

Our world is rich in musical traditions. Our popular music is influenced by many cultures. Students focus on a culture from a different continent each quarter.

Students learn about the music, the place of music in the culture, and similarities and differences between musical traditions. Students collectively and individually compose using computer technology and perform music based on influences from the various traditions. Students do not need to have previous experience playing an instrument or singing.



52185X0MCP Honors World Culture Through Music Composition and Performance (CHS Only)

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5).

Weighted credit is determined by the State Board of Education.

Our world is rich in musical traditions. Our popular music is influenced by many cultures. Students focus on a culture from a different continent each quarter. Students learn about the music, the place of music in the culture, and similarities and differences between musical

traditions. Students collectively and individually compose using computer technology and perform music based on influences from the various traditions. Students do not need to have previous experience playing an instrument or singing. As an honors level course, students prepare a portfolio of compositions and prepare a comcast placing compositions in an historical and cultural context.

52302X00 Concert Choir (Beginning Level)

52312X00 Concert Choir (Intermediate Level)

Concert Choir is a chorus of mixed voices from all grade levels that performs a wide variety of choral repertoire throughout the year. No previous experiences or particular skill level is required, but a high level of commitment and rehearsal discipline is expected. Vocal technique and music reading skills are taught in conjunction with concert preparations. This class meets daily. Students are responsible for purchasing a choir uniform. Financial support will be provided to students needing help.

52172X00 Cabaret Singers (CHHS Only)

52185X00 Honors Cabaret Singers (CHHS Only)

Prerequisite: Audition

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Cabaret singers is a small, select mixed ensemble specializing in musical theatre. The class covers the history of musical theatre, as well as the influence of the genre. The majority of the call is spent studying interpretation of solo songs for musicals. Cabaret performs two concerts a year, a solo night in December and a musical review in May.

52172X00W Treble Ensemble (Intermediate Level)

52185X00W Honors Treble Ensemble (Proficient Level)

Prerequisite:

- *Treble Ensemble (Intermediate Level): audition and successful completion Concert Choir (Beginning Level)*
- *Honors Treble Ensemble: audition and successful completion Concert Choir (Intermediate Level)*

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Treble Ensemble is an auditioned ensemble comprised of treble voices from all grade levels that follows the Essential Standards. A wide variety of choral repertoire for treble voices is performed throughout the school year, including some advanced repertoire requiring a high level of musicianship and focus. Singers in this choir usually have previous choral experience, but it is not a prerequisite. Vocal technique and music reading skills are taught in conjunction with

concert preparations. Students are responsible for purchasing a choir uniform. Financial assistance is provided for students needing help.

52172X00W Tenor Bass Ensemble (Intermediate Level)

52185X00M Honors Tenor Bass Ensemble (Proficient Level)

Prerequisite: Audition

- *Tenor Bass Ensemble (Intermediate Level): audition and successful completion Concert Choir (Beginning Level)*
- *Honors Tenor Bass Ensemble: audition and successful completion Concert Choir (Intermediate Level)*

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Tenor Bass Ensemble is an auditioned ensemble of male voices from all grade levels that follows the Essential Standards. A wide variety of choral repertoire for tenor and bass voices is performed throughout the school year including some advanced repertoire requiring a high level of musicianship and focus. Singers in this choir usually have previous choral experience, but this is not a prerequisite. Vocal technique and music reading skills are taught in conjunction with concert preparations. Students are responsible for purchasing a choir uniform. Financial assistance is provided for those students needing help.

52325X00 Honors Chamber Choir Vocal Music III (Proficient Level)

52335X00 Honors Chamber Choir Vocal Music IV (Advanced Level)

Prerequisite:

- *Proficient Level: audition and successful completion of an Intermediate Level choral class*
- *Advanced Level: audition and successful completion of a Proficient Level choral class*

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Chamber Choir is an auditioned ensemble comprised of mixed voices from all grade levels that follows the Essential Standards. The wide variety of choral repertoire for mixed voices is performed throughout the school year, including some advance repertoire requiring a high level of musicianship and focus. Vocal techniques and music reading skills are taught in conjunction with concert preparation. Students are responsible for purchasing a choir uniform. Financial assistance is provided for students needing help.

52162X00 Music Theory and Appreciation (Beginning Level)

This course provides an overview of both music theory and music history from the middle ages until the present. It encompasses a wide variety of cultures, styles, and

periods. Students will also receive an overview of music theory, including composition utilizing modern music software.

5A017X0 AP Music Theory

Prerequisite: Music Theory high school course or teacher consent

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

AP Music Theory is a rigorous study of written Western music. Emphasis is placed on ear training, analysis, arranging and composition as well as the material that will be on the AP Music Theory exam. This class focuses on the needs of those who are planning to major in music. AP exam is required and may earn college credit with a high score.

String Orchestra Courses

Note: It is suggested for students to purchase instruments. Financial assistance is provided for students needing help.

52412X00 String Orchestra I (Intermediate Level)

52425X00 Honors String Orchestra II (Proficient Level)

52435X00 Honors String Orchestra III (Advanced Level)

Prerequisite: Previous orchestra experience

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

String orchestra is a 9-12 grade ensemble, designed to perform literature that fosters growth for the intermediate level musician and the mastery of music for the proficient and advanced levels, as well as completing interdisciplinary projects throughout the year. This course addresses the skills required to perform music at a high level and the musicianship to create a truly aesthetic experience.

52425X00S Honors Chamber Strings (Proficient Level)

52435X00S Honors Chamber Strings (Advanced Level)

Prerequisite: At least 2 years of prior study

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Chamber strings is an audition only group for students in grades 10-12 designed to build upon the skills and musicianship developed in the Strings Orchestra. Students in this ensemble perform music at the highest levels of difficulty, as well as complete interdisciplinary projects

throughout the year.

Band Courses

Note: It is suggested for students to purchase instruments. Financial assistance is provided for students needing help.

52562X00 Concert Band (Intermediate Level)

52575X00 Honors Concert Band (Proficient Level)

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Concert band is designed for all 9th grade band students and any students as a natural progression from their middle school band experience. This class is a concert ensemble that provides students with the skills and concepts needed to progress them towards proficiency with their instruments and prepare them for the musical demands of the remaining years in the band program. The students focus on musical, theoretical and technical development culminating in performances.

52552X03 Marching Band (CHS and CHHS Only)

Course length: Semester (first semester only)

Marching Band combines music, coordinated movement, athleticism and elements of dance into an energetic field show. The Marching Band performs at home football games, festivals and parades. The season begins in late summer with band camp and concludes in early November. A parade through Chapel Hill and Carrboro finishes the semester responsibilities. There are clinics available in the spring to help students learn new instruments and refine skills. Marching Band rehearses after school two and sometimes three days each week once school starts and the hours are determined and specified by the director. Students may opt to receive course credit for marching band, or participate in marching band without receiving course credit.

52172X00J Jazz Ensemble (Intermediate Level)

52185X00J Honors Jazz Ensemble (Proficient Level)

52195X00J Honors Jazz Ensemble (Advanced Level)

Prerequisite: Audition

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Jazz Ensemble is a select group of serious musicians specializing in the true American art form: jazz. In this class, students develop mastery of jazz music through a rigorous curriculum of study, rehearsal and performance of the different styles and aspects of jazz and improvisation.

Instrumentation is determined by the director based on ensemble needs. Additional requirements must be made for those selects to the Honors Jazz Ensemble (grades 10-12 only).

52562X00S Symphonic Band (Intermediate Level)
52575X00S Honors Symphonic Band (Proficient Level)
52585X00S Honors Symphonic Band (Advanced Level)

Notes: Carrboro HS - Marching Band is optional.

Chapel Hill HS - Marching Band is optional, but strongly encouraged; East Chapel Hill HS - No Marching Band course is offered, students play in Pep Band at home football games.

Prerequisite:

- *Symphonic Band: successful completion of Concert Band*
- *Honors Symphonic Band: at least two years of prior study*

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Symphonic Band is a concert ensemble in which students are challenged to further develop and improve their master of musicality and technique. These students have challenging and rigorous demands placed on them as individual musicians. Symphonic Band plays music with a high level of demand and performs several concerts throughout the year. Students may enroll in Symphonic Band at the intermediate level. Honors credit at the proficient and advanced levels is an option with the director's consent. Additional requirements must be met at these higher levels.

52172X00P Percussion Ensemble (Intermediate Level) (CHHS Only)
52185X00P Honors Percussion Ensemble (Proficient Level) (CHHS Only)
52195X00P Honors Percussion Ensemble (Advanced Level) (CHHS Only)

Note: Percussion ensemble students in grades 9-12 will participate in Marching Band as a co-curricular class.

Prerequisite: Percussionists only with director's consent

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is designed for percussion students. Students are challenged to further develop and improve their techniques on all percussion instruments, as well as their musicality. Students in this class have the opportunity to play and perform in a variety of percussive ensembles throughout the year and may be assigned to perform the percussion parts in Concert Band and Symphonic Band concerts.

Career & Technical Education (CTE) Courses

Why take Career and Technical Education (CTE) courses?

1. **Competitive Advantage** after high school
 - 1.1. Obtain college credit while in high school
 - 1.2. Earn industry credentials
 - 1.3. Work alongside professionals in a career of interest (work-based learning)
2. **Culture of Planning**
 - 2.1. Personalized career planning
 - 2.2. Go to college or enter your career with purpose
3. **Professional Skills**
 - 3.1. Develop marketable workplace skills such as leadership, project management, teamwork, etc

**Register for a CTE class today
To begin your competitive advantage!**

[Success in the New Economy](#)

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Career & College Promise (CCP)

<http://www.ncpublicschools.org/advancedlearning/ccp/>

[CAREER AND COLLEGE PROMISE AT ALAMANCE COMMUNITY COLLEGE](#)

[CAREER AND COLLEGE PROMISE AT DURHAM TECH COMMUNITY COLLEGE](#)

[CCP Guidelines at DTCC](#)

Architectural Design

- ❖ **Visualize, design, and construct 3D models incorporating traditional and modern building styles**
- ❖ **Design and build sustainable environments using ecocentric materials and efficient energy solutions**
- ❖ **Develop dynamic presentations using a wide range of full-color images and computer-aided drawings**
 - Professional Portfolio
 - Industry Credentials
 - LEED Design Experience

IC612X00 Drafting I**IC615X00 Honors Drafting I**

Prerequisite: None

Let the industry credential opportunities begin!

Drafting I introduces students to the use of graphic tools used to communicate ideas and concepts found in the areas of architectural design. Topics include: architectural graphics, drawing & sketching techniques, traditional board drafting methods, as well as, computer assisted design (CAD) drafting methods. Emphasis is placed on the drawing and drafting methods used by architects and designers.

Notes: State-mandated End-of Course test

Autodesk Certified User AutoCAD industry credential may be used in lieu of State EOC.

IC625X00 Honors Drafting II - Architectural

Prerequisite: Drafting I

This course introduces students to the principles, concepts, and applications of architectural modeling. Topics include: the design process (ideation), traditional modeling techniques, 3D modeling software (BIM), & construction systems. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of architectural models, floor plans, wall sections, and elevation drawings.

Notes: State-mandated End-of Course test

Autodesk Certified User Revit industry credential may be used in lieu of State EOC.

IC635X00 Honors Drafting III - Architectural

Prerequisite: Drafting II - Architectural

Drafting III introduces students to advanced architectural design concepts. Topics include: architectural design theory, sustainability, architectural history, & advanced 3D modeling software techniques (BIM). Students have opportunities to work on client based design projects and develop a professional portfolio. Emphasis is placed on the design and execution of architectural projects.

Notes: State-mandated End-of Course test

Autodesk Certified Professional Revit credential may be used in lieu of State EOC.

CS955X00 Honors CTE Advanced Studies

Prerequisite: Drafting II - Architecture

Use this culminating course to explore additional architecture interests. This independent study course has four parts: writing a research paper, producing a product, developing a portfolio, and delivering a presentation on a teacher approved topic within the architecture/design field.

CS972X00 CTE Internship**CS975X00 Honors CTE Internship**

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field.

This work-based opportunity is scheduled either during 1st or 7th periods only.

WC032X0 Career and College Promise Architectural Courses

Tuition free courses for juniors and seniors at DTCC in Architectural CAD offered at the Lawson street campus. High school Drafting I and II articulate college credit to the community college if the student obtains a 93 on their EOCs and an overall B in both classes. See your Career Development Coordinator for more information. [CCP Guidelines at DTCC](#)
[Architectural CAD Technology Certificate](#)

Audio and Video Production

- ❖ **Produce original video, dynamic special effects, music videos, and eye-catching animations**
- ❖ **Record original music, soundtracks, sound effects, and voiceovers**
- ❖ **Use professional equipment, computer hardware and software to develop an impressive portfolio**
 - Adobe Certifications
 - Internships
 - National Competitions

II312X0 Adobe Visual Design - (CHS & CHHS)

II315X0 Honors Adobe Visual Design

Prerequisite: None



Students have the opportunity to take the Adobe Photoshop, Indesign, and Illustrator credential exam at the end of this course. Adobe Visual Design is a project-based course that develops Information Communication Technology (ICT), career, and communication skills in print and graphic design using Adobe tools.

Notes: State-mandated End-of Course test

Passing all three Adobe industry credentials may be used in lieu of State EOC.



II322X0 Adobe Digital Design - (CHS & CHHS)

II325X0 Honors Adobe Digital Design

Prerequisite: Adobe Visual Design

Students have the opportunity to take the Adobe Dreamweaver credential exam at the end of this course. Adobe Digital Design is a project-based course that develops Information Communication Technology (ICT), career, and communication skills in Web design and animation using Adobe tools.

Notes: State-mandated End-of Course test

Adobe Dreamweaver industry credential may be used in lieu of State EOC



II332X0 Adobe Video Design - (CHS & CHHS)

II335X0 Honors Video Design

Prerequisite: Adobe Visual Design

Students have the opportunity to take the Adobe Premiere credential exam at the end of this course. Adobe Video Design is a project-based course that develops skills in video production using Adobe tools.

Notes: State-mandated End-of Course test

Adobe Premiere industry credential may be used in lieu of State EOC



BL205X0 AOIT Honors Audio Engineering - (CHHS)

Prerequisite: Adobe Visual Design or Multimedia & Web page Design

This IT Academy course is developed as a second level for the Creative Arts and Sound Design sequence of courses. The focus of this course extends the design skills of the prerequisite courses, integrating the audio component with a focus on how music and sound effects (i.e. foley) influence the digital media experience. Students will learn how to configure a studio mixer to create, record digital and live music and obtaining foundational AVID Pro Tools capabilities in audio, MIDI, notation, mixing and video post-production. Students record and produce a digital portfolio. Upon course completion, students are eligible to take the Pro Tools 101 exam. This is the first of four exams in the series to receive an industry certification.

Note: State-mandated End-of-Course test



CS955X00 Honors CTE Advanced Studies

Prerequisite: Two technical credits in the Arts, A/V Technology Cluster/Pathway

This culminating course is for students who have earned two technical credits, **one of which is a completer course**, in the Arts, A/V Technology cluster/pathway. This independent study course has four parts: research paper, producing a product, developing a portfolio, and delivering a presentation.



CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field.

This work-based opportunity is scheduled either during 1st or 7th periods only.

IA132X00 Graphics III - (CHHS)

Prerequisite: Graphics II

This course covers digital aspects of designing and programming needed in the digital printing. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. This course helps prepare students for the PrintEd Advertising and Design certification.

Note: State-mandated End-of Course test

WC052X0 Career and College Promise (CCP) Web Development Courses

Tuition free courses for juniors and seniors at DTCC in web development offered at the Lawson street campus. Adobe Visual and Digital articulate college credit to the community college. See your Career Development Coordinator for more information [CCP Guidelines at DTCC](#)
[Web Development Fundamentals Certificate](#)

Career and College Promise (CCP) Audio and Video Production Courses in the [Advertising and Graphic Design - Visual Arts Certificate](#) pathway:

WC052X0 Video Production - (ECHHS)

WC062X0 Video Editing - (ECHHS)

Offered at ECHHS by Alamance Community College Instructor
Paired to make a year-long course (2 credits)

WC052X0 Photographic Imaging I - (ECHHS)

WC062X0 Photographic Imaging II - (ECHHS)

Offered at ECHHS by Alamance Community College Instructor
Paired to make a year-long course (2 credits)

Automotive Services

- ❖ **Work on foreign and domestic cars, trucks, and hybrid vehicles in a high-tech precision industry**
- ❖ **Use the same advanced diagnostic and welding equipment as professionals to troubleshoot and repair complex automotive systems**
- ❖ **Maintain, repair, and fine-tune a wide range of vehicle engines alongside ASE Master Technicians**
 - College Credit
 - Certifications
 - Internships

IT112X00 Intro to Automotive Service - (CHHS)

Prerequisite: None

[Female Perspective on Auto Career](#)

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

Note: State-mandated End-of Course test

IT162X00 Automotive Service I - (CHHS)

IT165X00 Honors Automotive Service I - (CHHS)

Prerequisite: Intro to Automotive Service I

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Note: State-mandated End-of Course test

IT172X00 Automotive Services II - (CHHS)

IT175X00 Honors Automotive Services II- (CHHS)

Prerequisite: Automotive Service I

This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1).

Note: State-mandated End-of Course test

IT182X00 Automotive Services III - (CHHS)

Prerequisite: Automotive Service II

Students have the opportunity to take the Automotive Service Excellence (ASE) exam in Auto Maintenance and Light Repair (MLR-G1) at the end of this course. Automotive Services III builds advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience.

Notes: State-mandated End-of Course test

MLR-G1 industry credential may be used in lieu of State EOC

CS955X00 Honors CTE Advanced Studies in Automotive - (CHHS)

Prerequisite: Automotive Services II

Use this culminating course to explore additional automotive interests. This independent study course has four parts: writing a research paper, producing a product, developing a portfolio, and delivering a presentation on a teacher approved topic within the automotive field.

CS972X00 CTE Internship

CS975X00 Honor CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.

WC312X0 Career and College Promise Automotive Courses

Tuition free courses for juniors and seniors at DTCC in automotive offered at the Lawson street campus. High school Automotive Services I, II and II articulates college credit to the community college if the student obtains a 93 on their EOCs and an overall B in all three classes. See your Career Development Coordinator for more information. [CCP Guidelines at DTCC](#)
[Automotive Technology Diploma](#)

Biomedical Sciences

- ❖ **Solve medical mysteries using advanced techniques in forensic science, genetic analysis, and medical diagnostics**
- ❖ **Dissect various organs and manipulate molecules for genetic engineering**
- ❖ **Design prosthetic limbs, develop 3D models of muscle contractions, and create detailed brain maps**
 - Project-Based Experiences
 - Professional Networking
 - National Competitions

HP705X00 Honors PLTW Principles of Biomedical Sciences - (CHHS & ECHHS)

Teacher Website: [PLTW at East](#)

Prerequisite: None

Why take Biomedical?

Want to feel like a CSI investigator? In this first course students determine factors that lead to the death of a fictional person and investigate their lifestyle choices. The Principles of Biomedical Sciences course is designed for students to investigate the human body systems and various health conditions.

Note: State-mandated End-of-Course test

HP715X00 Honors PLTW Human Body Systems - (CHHS & ECHHS)

Prerequisite: PLTW Principles of Biomedical Sciences

In this second level CTE course, students design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional.

Note: State-mandated End-of-Course test

HP725X00 Honors PLTW Medical Interventions - (CHHS & ECHHS)

Prerequisite: PLTW Human Body Systems

This third level CTE course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a “How-To” manual for maintaining overall health.

Note: State-mandated End-of-Course test

HP735X0 Honors PLTW Biomedical Innovations - (CHHS & ECHHS)

Co-requisite: PLTW Medical Interventions

This course allows students to apply their skills to solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21st century. Students work on independent projects and may work with a mentor in the healthcare industry.

Note: State-mandated End-of Course test

More Health Sciences Course Options . . .

IP212X0—Emergency Medical Technology I - EMT I - (CHHS)

Prerequisite: Common Core English 11

The EMT Basic certification opportunity is here!

Students will receive CPR certification as well. This double period course for seniors is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is Part I of a two-course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Note: State-mandated End-of Course test

Due to safety requirement as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 15 students per section.

Note: Students will register for both EMT I (first semester) and EMT II (second semester). These courses are paired in a double period to be offered as a year-long course to meet EMT certification hours.

IP222X0—Emergency Medical Technology II - EMT II - (CHHS)

IP225X0 Honors Emergency Medical Technology II - EMT II - (CHHS)

Prerequisite: EMT I (courses are paired so should have been taken first semester)

This double period course is Part II of a two-course sequence. The course includes skills using resources from the community to help deliver instruction to the students. Students will be provided a voucher for the State EMT certification which should be taken within two months of graduating.

Note: State-mandated End-of Course test

CS955X00 Honors CTE Advanced Studies - (CHHS & ECHHS)

Prerequisite: Human Body Systems

Use this culminating course to explore additional health science interests. This independent study course has four parts: writing a research paper, producing a product, developing a portfolio, and delivering a presentation on a teacher approved topic within the medical field.

CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.

The PLTW sequence of four courses could articulate to Basic Lab Techniques BTC 181 at Alamance Community College (ACC) [https://www.alamancecc.edu/biotechnology-department/Basic Lab Techniques Certificate](https://www.alamancecc.edu/biotechnology-department/Basic%20Lab%20Techniques%20Certificate)

WC152X0 Career and College Promise Health Science Courses

Tuition free courses for juniors and seniors at DTCC in Health Sciences offered at either Lawson

street or the Orange County campus. See your Career Development Coordinator for more information [CCP Guidelines at DTCC](#)

**Career and College Promise (CCP) medical courses within the
[Emergency Medical Services Certificate](#) pathway**

3C175X0 Anatomy & Physiology I (ECHHS)

3C185X0 Anatomy & Physiology II (ECHHS)

Offered at ECHHS 1st period by Durham Technical Community College Instructor

Paired to make a year-long course (2 credits)

**Career and College Promise (CCP) medical courses within the
[Medical Office Administration Certificate](#) pathway
[Introduction to Nursing Certificate](#) pathway**

WC152X0 Medical Terminology I (CHS)

WC162X0 Medical Terminology II (CHS)

Offered at CHS by Durham Technical Community College Instructor

Paired to make a year-long course (2 credits)

Business and Marketing

- ❖ Build your own business as part of the next generation of entrepreneurs, innovators, and business leaders
- ❖ Create compelling marketing plans and campaigns using social media and digital platforms

❖ **Develop coding solutions to business applications**

- Certifications
- AP Computer Science Exam
- National Competitions

0A027X000 AP Computer Science Principles - (CHHS & ECHHS)

Prerequisite: CCM2

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students will develop innovative computational artifacts using the same creative processes artists, writers, computer scientists, and engineers use to bring ideas to life.

This course does not have a designated programming language.

Notes: Students will be taking the AP Computer Science exam

This course is also offered in the PLTW Engineering sequence at CHS and East

ME112X00 Entrepreneurship I

ME115X0 Honors Entrepreneurship I

Prerequisite: Marketing OR Strategic Marketing OR Personal Finance OR Principles of Business

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

Note: State-mandated End-of Course test

ME125X00 Entrepreneurship II

Prerequisite: Entrepreneurship I

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential

Note: State-mandated End-of Course test

MI212X00 Fashion Merchandising

Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion.

Note: State-mandated End-of-Course test

MM512X00 Marketing**MM515X00 Honors Marketing**

Prerequisite: None

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

Note: State-mandated End-of-Course test

MA522X00 Marketing Management**MA525X00 Honors Marketing Management**

Prerequisite: Marketing OR Fashion Merchandising

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

Note: State-mandated End-of-Course test

The Marketing and Marketing Management courses can help prepare students for credentials: Assessment of Skills and Knowledge (A*S*K) Fundamental Marketing Concepts, <http://www.askinstitute.org/>

National Professional Certification in Customer Service or Sales, <http://www.nrffoundation.com>

BM202X00 Microsoft Excel and Access

Prerequisite: None

Students will learn to manage workbooks, as well as, how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database

Notes: State-mandated End-of-Course test

Microsoft Excel **and** Access industry credential will count in lieu of State EOC

BM102X00 Microsoft Word and PowerPoint

Prerequisite: None

Students in a Microsoft course benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. Students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, as well as, deliver presentations.

Notes: State-mandated End-of-Course test

Microsoft Word **and** PowerPoint industry credential will count in lieu of State EOC

We encourage students to attempt Credit by Demonstrated Mastery (CDM) for this course.

BD102X00 Multimedia and Webpage Design

Prerequisite: None

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design.

Note: State-mandated End-of-Course test

BF052X00 Personal Finance

Prerequisite: None

Learn to manage your personal finances and make career choices to fit your lifestyle goals. CFNC.org Certified Financial Basics for High School and Beyond credential is available at the end of this course, as well as, EVERFI credentials

Note: State-mandated End-of-Course test

BF102X00 Principles of Business and Finance

Prerequisite: None

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

Notes: State-mandated End-of-Course test

We encourage students to attempt Credit by Demonstrated Mastery (CDM) for this course.

MH312X00 Sports and Entertainment Marketing I - (CHS & CHHS)

Prerequisite: None

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

Note: State-mandated End-of-Course test

MH322X00 Sports and Entertainment Marketing II - (CHS & CHHS)

Prerequisite: Sports and Entertainment Marketing I

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

Note: State-mandated End-of-Course test

MU925X00 Honors Strategic Marketing

Prerequisite: None

This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course

focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing.

Note: State-mandated End-of-Course test

Strategic Marketing can help prepare students for credentials:

- Assessment of Skills and Knowledge (A*S*K) Fundamental Marketing Concepts, <http://www.askinstitute.org/>
- National Professional Certification in Customer Service or Sales, <http://www.nrffoundation.com>

CS955X00 Honors CTE Advanced Studies

Prerequisite: Two technical credits in the Business and/or Marketing Cluster/Pathway

This culminating course is for students who have earned two technical credits, **one of which is a completer course**, in the Business and/or Marketing cluster/pathway. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.



WC212X0 C# Programming - (CHHS)

WC222X0 Advanced C# Programming - (CHHS)

This Durham Tech Career and College Promise (CCP) class taught on our CHHS campus is open to juniors and seniors during 1st period - C# programming paired with C# Advanced programming for a year-long course.

See your Career Development Coordinator for more information. [CCP Guidelines at DTCC](#)
[Microsoft Developer Certificate](#)

It's not a class, but CTE recommends this club: [UNC's Girls Who Code](#)

CISCO Network Engineering

- ❖ Hack the network (ethically) to identify and resolve cyber security issues
- ❖ Provide technical support to teachers and students as part of a district student tech squad
- ❖ Design, install, and repair complex network systems

- CISCO Certifications
- Internships
- National Competitions



II115X00

Honors Network Engineering Technology I - (CHHS)

Teacher Website: [Cisco Networking Academy at CHHS](#)

Prerequisite: None

This course uses Cisco Routing and Switching - Introduction to Networks curriculum and must be conducted using the Cisco Networking Academy connection. Cisco Introduction to Networks covers networking architecture, structure, and functions. The course introduces the principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations to provide a foundation for the curriculum. By the end of the course, students will be able to:

- Explain network technologies.
- Explain how devices access local and remote network resources.
- Describe router hardware.
- Explain how switching operates in a small to medium-sized business network.
- Design an IP addressing scheme to provide network connectivity for a small to medium-sized business network.
- Configure initial settings on a network device.
- Implement basic network connectivity between devices.
- Configure monitoring tools available for small to medium-sized business networks.

Note: State-mandated End-of Course test



II125X00

Honors Network Engineering Technology II - (CHHS)

Prerequisite: Honors Network Engineering Technology I

This course uses Cisco Routing and Switching: Routing and Switching Essentials curriculum and must be conducted using the Cisco Networking Academy connection. Routing and Switching Essentials covers the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of the course, students will be able to:

- Determine how a router will forward traffic based on the contents of a routing table.
- Explain how switching operates in a small to medium-sized business network.
- Use monitoring tools and network management protocols to troubleshoot data networks.
- Configure monitoring tools available for small to medium-sized business networks.
- Configure initial settings on a network device.
- Configure Ethernet switch ports.
- Implement VLANs.
- Implement static routing.
- Implement DHCP on a router.
- Implement network address translation (NAT).
- Implement access control lists (ACLs) to filter traffic.

Notes: State-mandated End-of Course test

CISCO CCENT industry credential will count in lieu of State EOC



II135X00 Honors Network Engineering Technology III - (CHHS)

Prerequisite: Honors Network Engineering Technology II

This course provides content for advanced networking engineering. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses the Cisco Routing and Switching: Scaling Networks curriculum and must be conducted using the Cisco Networking Academy connection. Scaling Networks covers the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality.

By the end of this course, students will be able to:

- Configure and troubleshoot routers and switches
- Resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks
- Implement a WLAN in a small-to-medium network

Note: State-mandated End-of Course test

CS955X00 Honors CTE Advanced Studies

Prerequisite: Two technical credits in the Information Technology Cluster/Pathway

This culminating course is for students who have earned two technical credits, **one of which is a completer course**, in the Information Technology cluster/pathway. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.



Career and College Promise Option:

WC212X0 NET 225 Routing & Switching I

WC222X0 NET 226 Routing & Switching II

(Prerequisite: Network Engineering 1 & 2)

Leads to the Secure CCNA Certificate at DTCC.

Prepares students for CISCO CCNA

Computer Engineering

- ❖ **Build, upgrade, maintain, and troubleshoot desktop PCs, laptops, and peripherals to keep users connected and productive**

- ❖ **Resolve complex hardware and software issues on sabotaged equipment**
- ❖ **Provide tech support for your family and friends**
 - CompTIA Certifications
 - Internships
 - National Competitions



II212X00 Computer Engineering Technology I - (CHHS)

II215X00 Honors Computer Engineering Technology I - (CHHS)

Teacher Website: [Cisco Networking Academy at CHHS](#)

Prerequisite: None

This course includes the technical skills required for installing and maintaining computers. It includes objectives in the following five domains, a) PC Hardware, b) Networking, c) Mobile Devices, d) Hardware and Network Troubleshooting, e) Virtualization and Cloud Computing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Notes: State-mandated End-of Course test

CompTIA A+ CORE 1 (220-1001) industry credential will count in lieu of State EOC



II225X00 Honors Computer Engineering Technology II - (CHHS)

Teacher Website: [Cisco Networking Academy at CHHS](#)

Prerequisite: Computer Engineering Technology I

This course includes operating systems and troubleshooting (including troubleshooting of hardware). It includes the following four domains

- a) Operating Systems
- b) Security
- c) Software Troubleshooting
- d) Operational procedures

SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply workplace readiness skills through authentic experiences.

Notes: State-mandated End-of Course test

CompTIA A+ CORE 2 (220-1002) industry credential will count in lieu of State EOC

CS955X00 Honors CTE Advanced Studies

Prerequisite: Two technical credits in the Information Technology Cluster/Pathway

This culminating course is for students who have earned two technical credits, **one of which is a completer course**, in the Information Technology cluster/pathway. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.



Career and College Promise Option:

WC212X0 SEC 110 Security Concepts (1 credit online)

Electronics Engineering Technology – Computer Repair Certificate

Prepares students for CompTIA Security+

It's not a class, but CTE recommends this club: UNC's Girls Who Code

Culinary Arts

- ❖ **Create delicious meals and snacks to delight family and friends**
- ❖ **Partner with food service professionals to enhance skills in food safety, management, and nutrition**
- ❖ **Discover the power of healthy nutrition for optimal physical and mental well-being**
 - **National Competitions**
 - **Certifications**
 - **Internships**

FN412X00 Foods and Nutrition I (CHHS & ECHHS)

Prerequisite: None

Have you ever thought about a career as a Chef, Dietitian, or owning your own catering business? If yes, then it's time to learn some basics in our entry level foods class. 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.

Note: State-mandated End-of Course test

FN422X00 Food and Nutrition II - (CHHS & ECHHS)

Prerequisite: Foods and Nutrition I

Understanding nutrition is key in any culinary career field. This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. Work-based learning strategies appropriate for this course include apprenticeship, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA)

competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Note: State-mandated End-of Course test

****For safety and sanitation reasons, enrollment should not exceed 4 students per kitchen area.***

CS955X00 Honors CTE Advanced Studies - (CHHS & ECHHS)

Prerequisite: Foods II

After completing Foods II, this course provides an opportunity for students to explore any culinary topic of interest. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation on any culinary related topic of career interest.

CS972X00 CTE Internship

CS975X00 Honors CTE Internship

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.

WC012X0 Career and College Promise Culinary Options and Info:

[Culinary Certificate at Alamance Community College](#)

[Info on Associate Degree in Culinary Arts](#)

[Associate Degree in Culinary Arts at Central Carolina](#)

FC112X0 Principles of Family & Human Services (CHHS & ECHHS)

Prerequisite: None

Students learn core functions of the human services field: individual, family, and community systems; and life literacy skills for human development.

Note: State mandated End-of-Course test

Fashion Design

- ❖ **Experience the thrill of designing and constructing original clothing and fabrics**
- ❖ **Discover behind-the-scenes secrets of the fashion industry and the principles pioneered by leading designers**
- ❖ **Compete in design and runway challenges**
 - Certifications
 - Internships
 - Partner with NC State College of Textiles

FA312X00 Fashion Design I - (CHS)

Prerequisite: None

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

Note: State-mandated End-of Course test

FA322X00 Fashion Design II - (CHS)

Prerequisite: Fashion Design I

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

Note: State-mandated End-of Course test

CS955X00 Honors CTE Advanced Studies - (CHS)

Prerequisite: Fashion Design II

After completing Fashion Design II, this course provides an opportunity for students to explore any Fashion/Apparel topic of interest. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation on any Fashion/Apparel related topic of career interest.

CS972X00 CTE Internship**CS975X00 Honors CTE Internship**

Prerequisite: One CTE credit

A CTE Internship allows for additional development of professional skills within a career field. This work-based opportunity is scheduled either during 1st or 7th periods only.

FC112X0 Principles of Family & Human Services (CHS, CHHS & ECHHS)

Prerequisite: None

Note: State mandated End-of-Course test

Students learn core functions of the human services field: individual, family, and community systems; and life literacy skills for human development.

Firefighting and EMT

- ❖ **Experience the thrill and reward of saving lives and protecting property in emergencies**

- ❖ **Operate a wide range of firefighting and life-saving equipment alongside professional firefighters and EMTs**
- ❖ **Protect the public through enhanced fire suppression, emergency medical services, hazardous materials response, dispatch, and effective leadership and management**
 - Train with Professionals
 - Certifications
 - College Credit

IP312X0A—Firefighter Technology I - (CHHS)

Firefighting Academy Binder

Teacher website: Fire and EMT Website

Prerequisite: Students must be at least 15 years old to enroll - designed to begin in 10th grade
 Sophomore students have the opportunity to begin an Associate's Degree in Fire Protection Technology! This double period course covers part of the NC Firefighter I/II combination certification modules required for all firefighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. This course prepares students for the North Carolina Firefighter I/II certification modules.

Notes: State-mandated End-of Course test

Students will register for both Firefighter I (first semester) and Firefighter II (second semester). These courses are paired in a double period to be offered as a year-long course to provide adequate time to use the facilities/equipment at the Chapel Hill's Fire department training towers on Weaver Dairy road.

IP322X0A—Firefighter Technology II - (CHHS)

IP325X0A Honors Firefighter Technology II - (CHHS)

Prerequisite: Firefighter Technology I (paired and taken first semester)

This course covers additional NC Firefighter I/II combination certification modules required for all firefighters in North Carolina. The modules include: Ropes, Ladders, Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. This course prepares students for the North Carolina Firefighter I/II certification modules.

Note: State-mandated End-of Course test

IP322X0A Firefighter Technology III - (CHHS)



IP325X0A Honors Firefighter Technology III - (CHHS)

WC242X0 FIP 128 Detection & Investigation 📌 - (CHHS)

Firefighter III is paired with an online community college class: FIP 128 Detection and Investigation. Students will learn about the fire protection careers and develop their skills in the following areas: emergency medical care, rescue (vehicle extraction), fire control (exposure to live fire), building construction, loss control (salvage and overhaul), and drills and scenarios.

 denotes course is part of Associate Degree in Fire Protection Technology

Note: When students score a 93% on their post assessment in **Firefighter Tech I, II, and III** AND have an overall B in each class, these classes will articulate community college credit towards

FIP 120  and **FIP 124**  (both in the associate degree program).

[Associate Degree in Fire Protection Technology](#)

Juniors and Seniors have additional online community college classes they can take towards an Associate's Degree in Fire Protection. See examples below with a red push pin or speak with your Career Development Coordinators at your school.

WC232X0 **FIP 132 Building Construction**  (1 credit online in Fall)

WC232X0 **FIP 220 Firefighting Strategies**  (1 credit online in Spring)

IP212X0——**Emergency Medical Technology I - EMT I - (CHHS)**

Prerequisite: Common Core English 11

This double period course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is Part I of a two-course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Notes: State-mandated End-of Course test

Students will register for both EMT I (first semester) and EMT II (second semester).

These courses are paired in a double period to be offered as a year-long course to meet EMT certification hours.

Due to safety requirement as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 15 students per teacher.

IP222X0——**Emergency Medical Technology II - EMT II - (CHHS)**

IP225X0 **Honors Emergency Medical Technology II - EMT II - (CHHS)**

Prerequisite: EMT I (courses are paired so should have been taken first semester)

This double period course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is Part II of a two-course sequence required to meet the mandatory hours of training. The course includes skills using resources from the community to help deliver instruction to the students. Students will be provided a voucher for the State EMT certification which should be taken within two months of graduating.

Note: State-mandated End-of Course test

Game Design

- ❖ Unleash the power of art and technology to produce eye-catching graphics and exciting game experiences
- ❖ Create VR (virtual reality) and 3D models using the same advanced technology as professional designers
- ❖ Apply computer code to create thrilling player interactions and gameplay
 - Certifications
 - National Competitions
 - Internships



CS952X0SIT App Development with Swift - (CHHS)

Teacher Website: [Mr. Reid's Tech World](#)

Prerequisite: None

App Development with Swift is a pilot course designed to help you build a solid foundation in programming fundamentals using Apple's open-source programming language called Swift. Throughout this course, you'll get practical experience with the tools, techniques, and concepts needed to build a basic iOS app from scratch. You'll also learn user interface design principles which are fundamental to programming and making great apps. The structure of the course is to learn by doing, with hands-on activities, including playgrounds and app projects in Xcode on the Mac. Each lesson is designed so that you learn programming concepts as you write code. Through the first semester, you'll build everything from an interactive chat bot to use what you learned about strings to a Rock/Paper/Scissors app to apply game logic. Through the second semester, you'll expand your learning by building increasingly more robust apps from Around the World which used the knowledge of tables to an API project that displays photos of galaxies taken from satellites that integrates concepts of user interface, model data, and controller objects.



TL442X0 Computer Modeling and Animation - (CHHS)

Teacher Website: [Mr. Reid's Tech World](#)

Prerequisite: None

Introduction to 3D modeling and animation introduces students to techniques used in computer generated simulations, animated films and video games. The focus of this course is on learning the techniques, tools and workflow used by professionals in the field. Students will learn in-depth techniques in Autodesk 3ds Max 2018/Maya 2018, with some targeted work in Adobe Photoshop, After Effects and Premiere Pro.

Note: State-mandated End-of Course test



TS315X00 Honors Game Art Design - (CHHS)

Prerequisite: Scientific Visualization I or Computer Modeling and Animation

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical

and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software.

Note: State-mandated End-of Course test



TS325X00 Honors Advanced Game Art and Design - (CHHS)

Prerequisite: *Game Art and Design*

This course is a continuation in the study of game design and interactivity.

Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and teams to develop a final 3D game project.

Note: State-mandated End-of Course test



CS955X00 AOIT Honors CTE Advanced Studies - (CHHS)

Prerequisite: *Game Art Design*

This course provides an opportunity for students to explore any gaming or design topic of interest. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation on any gaming or design related topic of career interest.



CS972X00 AOIT Internship Seminar - (CHHS)

Teacher Website: [AOIT Academy](#)

Prerequisite: *Must be an IT Academy Junior*

Note: *150 hours is required for one unit of credit*

The internship seminar is offered during the summer, between the 11th and 12th grade years. Sessions during their junior year will prepare AOIT students for the six-week sessions include preparation of letters of application, application, resume and portfolio. Interview preparation includes industry presentations and role play workshops.



WC212X0 C# Programming - (CHHS)

WC222X0 Advanced C# Programming - (CHHS)

This Durham Tech Career and College Promise (CCP) class taught on our CHHS campus is open to juniors and seniors during 1st period - C# programming paired with C# Advanced programming for a year-long course.

See your Career Development Coordinator or AOIT Academy Director for more information

[Microsoft Developer Certificate](#)

STEM Engineering

- ❖ Bring your ideas to life by using advanced digital design, computing technologies, and 3D modeling and printing
- ❖ Develop a problem-solving mindset to design and build rockets, robots, solar-powered cars, and mobile applications
- ❖ Make a difference by inventing solutions to everyday problems while working individually and in teams
 - Collaborative Environment
 - Work-Based Learning
 - National Competitions

TP117X00 PLTW Introduction to Engineering Design - (CHS & ECHHS)

Teacher Website: [PLTW Engineering at East](#)

Pre/Corequisite: CCM1

Introduction to Engineering Design (IED) is the first course in a series of a 4-course sequence of Project Lead The Way (PLTW) engineering courses. In this advanced honors course, the students are exposed to the engineering design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Technology Student Association (TSA) competitive events and leadership activities provide the opportunity to apply workplace readiness skills through authentic experiences.

Note: State-mandated End-of Course test

TP127X00 PLTW Principles of Engineering - (CHS & ECHHS)

Pre/Corequisite of CCM2 and

Pre/Corequisite of PLTW Intro to Engineering Design (IED)

In this second level advanced honors CTE course, students survey engineering topics and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

Note: State-mandated End-of Course test

TP257X00 PLTW Aerospace Engineering - (CHS & ECHHS)

Prerequisite: CCM2 and Intro to Engineering Design (IED)

Pre/Corequisite: Principles of Engineering (POE)

In this specialization third level advanced honors CTE course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers.

Note: State-mandated End-of Course test

0A027X0 PLTW AP Computer Science Principles - (CHS & ECHHS)

Prerequisite: CCM2 **and** Intro to Engineering Design (IED)

Pre/Corequisite: Principles of Engineering (POE)

Aligned with the College Board AP Computer Science Principles framework, this course uses a multidisciplinary approach to teach underlying principles of computation and fundamental concepts of computer science. Using Python® as a primary tool, and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students develop programming expertise and explore abstractions, algorithms, large data sets, and the workings of the Internet. Projects and problems include mobile app development, analysis and visualization of data, cyber-security, and simulation.

This course does not teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. This course will build student awareness of the tremendous demand for computer specialists.

Note: Enrolled students will complete the AP Computer Science Principles portfolio and assessment.

TP217X00 PLTW Digital Electronics - (ECHHS)

Prerequisite of CCM2 **and** Intro to Engineering Design (IED)

Pre/Corequisite: Principles of Engineering (POE)

In this advanced honors CTE course, students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions.

Note: State-mandated End-of Course test

IC612X00 Drafting I

IC615X00 Honors Drafting I

Prerequisite: None

Let the industry credential opportunities begin!

Drafting I introduces students to the use of graphic tools used to communicate ideas and concepts found in the areas of architectural design. Topics include: architectural graphics, drawing & sketching techniques, traditional board drafting methods, as well as, computer assisted design (CAD) drafting methods. Emphasis is placed on the drawing and drafting methods used by architects and designers.

Notes: State-mandated End-of Course test

Autodesk Certified User AutoCAD industry credential may be used in lieu of State EOC.

IV225X00 Honors Drafting II - Engineering - (ECHHS)

Prerequisite: Drafting I

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced.

Notes: State-mandated End-of Course test

Autodesk Certified User Inventor industry credential may be used in lieu of State EOC

IV235X00 Honors Drafting III - Engineering - (ECHHS)

Prerequisite: Drafting II - Engineering

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling.

Notes: State-mandated End-of Course test

Autodesk Certified Professional Inventor credential may be used in lieu of State EOC

Career & College Promise (CCP)

The community college offers courses in CTE **and** the University Transfer Program (core 44) tuition free to high school Junior & Senior year students. Most courses are taught on the community college campus (follow their calendar) and students/parents are responsible for their transportation to/from these courses. There is no tuition expense, but students will need to purchase their textbooks &/or supplies. CTE will cover the cost of supplies for those students on free/reduced lunch list when enrolled in a CTE pathway.

CHCCS currently has students attending CCP classes at Alamance, Durham Tech, Wake Tech, and Guilford Community Colleges. Remember, **all CCP classes are tuition free** to qualifying juniors and seniors. Students wanting CCP courses at any community college will have to apply through the community college. Those deadlines differ from our district's registration deadline.

Note - There might be placement testing needed for some of the courses.

Contact your Career Development Coordinator (CDC) at your school or visit the websites below for additional information regarding CCP:

<http://www.ncpublicschools.org/advancedlearning/ccp/>

[CAREER AND COLLEGE PROMISE AT ALAMANCE COMMUNITY COLLEGE](#)

[CAREER AND COLLEGE PROMISE AT DURHAM TECH COMMUNITY COLLEGE](#)

[CCP Guidelines at DTCC](#)

CHCCS Career Clusters (Majors)

Check out this link (9 minutes) when thinking about majors:
[Success in the New Economy](#)

Cluster/Pathway Guide

Students select **four foundation credits (in blue font)** or **three foundation credits** plus **one enhancement (in orange font) credit** from the courses within the same cluster/field of study to complete their concentration (four credits in a cluster/major). One course must be a completer course*.

* = Completer Course

Major in Architecture & Construction

High school courses could include:

- Drafting I
- Drafting II – Architectural*
- Drafting III – Architectural
- CTE Advanced Studies
- Career & College Promise Courses (CCP) Courses
- PLTW Engineering Intro to Engineering and Principles of Engineering
- Personal Finance
- Principles of Business & Finance
- Internship
- Entrepreneurship I
- Microsoft Word, PowerPoint & Publisher
- Marketing

Major in Arts, A/V Technology & Communications

High school courses could include:

- Adobe Visual Design
- Adobe Digital Design*
- Adobe Video Design*
- Computer Modeling and Animation
- Game Art and Design*
- Advanced Game Art and Design
- App Development with Swift
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Introductions to Graphic Communications/Graphics I
- Digital File Preparation*/Graphics II*
- Print Advertising & Design/Graphics III
- Fashion Design I (Apparel and Textile Production I)
- Fashion Design II (Apparel and Textile Production II)*
- Marketing
- Entrepreneurship I
- Microsoft Word, PowerPoint & Publisher
- Video Production & Video Production & Editing I & II* (CCP class offered at East)
- Photographic Imaging I & Photographic Imaging I & II* (CCP class offered at East)
- Internship
- Principles of Business & Finance
- Personal Finance
- Microsoft Excel & Access

Major in Business Management & Administration

High school courses could include:

- Principles of Business & Finance
- Entrepreneurship I*
- Entrepreneurship II
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Accounting I
- Microsoft Word, PowerPoint & Publisher
- Microsoft Excel & Access
- CTE Internship
- Marketing
- Personal Finance

Major in Health Sciences

High school courses could include:

- PLTW Principles of Biomedical Sciences
- PLTW Human Body Systems*
- PLTW Medical Interventions
- PLTW Biomedical Innovations
- Emergency Medical Technology (EMT) I
- Emergency Medical Technology (EMT) II*
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Internship
- Personal Finance
- Microsoft Excel & Access
- Marketing

Major in Hospitality

High school courses could include:

- Food and Nutrition I
- Food and Nutrition II*
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Entrepreneurship I
- Marketing
- Internship
- Personal Finance
- Microsoft Word, PowerPoint & Publisher
- Microsoft Excel & Access

Major in Human Services

High school courses could include:

- Food and Nutrition I
- Food and Nutrition II*
- Career & College Promise (CCP) Early Childhood Education I & II*
- CTE Advanced Studies
- Principles of Family & Human Services
- Personal Finance
- Principles of Business & Finance
- Internship
- Entrepreneurship I

Major in Information Technology

High school courses could include:

- AP Computer Science Principles
- Computer Engineering Technology I

- Computer Engineering Technology II*
- Network Engineering I
- Network Engineering II*
- Adobe Visual Design
- Adobe Digital Design*
- Adobe Video Design*
- AOIT Audio Engineering*
- CTE Advanced Studies
- Careers & College Promise (CCP) courses such as C# Programming and Advanced C# Programming or Routing and Switching I & II
- Principles of Business & Finance
- Internship
- Entrepreneurship I
- Personal Finance

Major in Manufacturing

High school courses could include:

- Fashion Design (Apparel and Textile Production I)
- Fashion Design II (Apparel and Textile Production II)*
- CTE Advanced Studies
- Career and College Promise (CCP) Courses
- Entrepreneurship I
- Principles of Business & Finance
- Marketing
- Internship
- Microsoft Word, PowerPoint & Publisher
- Microsoft Excel & Access
- Personal Finance

Major in Marketing

High school courses could include:

- Marketing
- Entrepreneurship I*
- Entrepreneurship II
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Principles of Business & Finance
- Strategic Marketing
- Marketing Management*
- Internship
- Personal Finance
- Microsoft Word, PowerPoint & Publisher
- Microsoft Excel & Access

Major in Public Safety

High school courses could include:

- Firefighter Technology I
- Firefighter Technology II*
- Firefighter Technology III
- CCP - Detection and Investigation
- CCP - Building Construction
- CCP - Firefighting Strategies
- Emergency Medical Technology (EMT) I
- Emergency Medical Technology (EMT) II*
- CTE Internship
- Personal Finance

Major in Science, Technology, Engineering & Mathematics

High school courses could include:

- PLTW Intro to Engineering Design
- PLTW Principles of Engineering
- PLTW Aerospace Engineering*
- PLTW Digital Electronics*
- PLTW Computer Science and Software Engineering*
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Drafting I
- Drafting II – Engineering*
- Drafting III – Engineering
- Internship
- Entrepreneurship I
- Principles of Business & Finance
- Personal Finance

Major in Transportation

High school courses could include:

- Intro to Automotive Service
- Automotive Service I
- Automotive Service II*
- Automotive Service III
- CTE Advanced Studies
- Career & College Promise (CCP) Courses
- Entrepreneurship I
- Marketing
- Internship
- Principles of Business & Finance

- Personal Finance
- Microsoft Word, PowerPoint & Publisher

English as a Second Language Courses (ESL)

Recommendations: See instructor for registration requirements for all ESL courses.

10382X01	English as a Second Language I
10382X02	English as a Second Language II
10212X07	English I (Limited Proficient Students)
10382X0EEN	Beginning Exploratory English for Newcomers
96100X05	Academic Strategies for Limited English Proficient Students

10382X01 English as a Second Language I

Note: Students must take the ACCESS English Proficiency Test

This course is recommended for ESL students who scored between the Entering and Developing Level on the reading section of the W-APT or ACCESS test. This course provides language practice through reading, writing, listening and speaking activities that are integrated through a thematic approach. The focus of this course is to help students acquire conversational English, beginning content area oral language, and basic grammar, reading and writing skills.

10382X02 English as a Second Language II

Note: Students must take the ACCESS English Proficiency Test.

This course is recommended for ESL students who scored between the Developing and Reaching Level on the reading section of the W-APT or ACCESS test. This course provides language practice through reading, writing, listening and speaking activities that are integrated through a thematic approach. This course focuses on developing content area academic vocabulary, grammar, reading and writing skills.

10212X07 English I (Limited Proficient Students)

Prerequisite: Placement in this class is based on language skills

10382X0EEN Beginning Exploratory English for Newcomers

Note: Class held at Carrboro High School

This course is intended to students newly arriving to the United States and have limited English language acquisition. This course will be held over the first four successive periods of the academic day. If students are not enrolled in CHS, they will be cross-enrolled in the class.

96100X05 Academic Strategies for Limited English Proficient Students

Prerequisite: Admission to the class requires prior approval of the ESL Department.

This course is designed to further develop students' English Language development skills and abilities, in addition to explicitly teaching academic strategies that enhance student success in the classroom. Students are instructed based on the WIDA English Language Development Standards and specific strategies, such as time management, writing processes, self-advocacy,

test taking and study and organizational skills.

English Courses

The K-12 English Language Arts Common Core State Standards are a coherent progression of learning expectations designed to prepare students for college and/or career readiness.

The CCSS are evidence-based and include rigorous content and application of knowledge.

The standards describe learning outcomes that students develop in the areas of reading, writing, speaking, listening and language. The standards also describe how students utilize and increase these skills, particularly in reading and writing, as well as other subjects at their grade level.

Common Core assessments have a higher level of challenge and require authentic demonstrations of content mastery. Students are asked to analyze and synthesize information, write essay responses, and answer in-depth questions to show their understanding. The standards are progressive and students are required to successfully complete four courses of English to fulfill graduation requirements.

The suggested course sequence is:

- Common Core English/Honors Common Core English 9
- Common Core English/Honors Common Core English 10
- Common Core English/Honors Common Core English 11 and/or Designated Advanced Placement (AP) course
- Common Core English/Honors Common Core English 12 and/or Designated Advanced Placement (AP) course

Electives may be taken by eligible sophomores, juniors and seniors who are already enrolled or have completed the course required for their grade level

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10212X00 Common Core English 9

Prerequisite: Common Core English 8

Note: Students must take North Carolina Final Exam.

Common Core English 9 provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). Through reading, writing, listening and speaking, students learn to communicate effectively. Through disciplined reading of complex literary fiction and literary non-fiction, students develop critical thinking skills, value evidence and build academic language to engage in lively discussions with their peers about the content and their learning. Students develop their writing skills through authentic writing assignments, projects, research and literary analysis. All writing is integrated with grammar and techniques of style. Students work collaboratively with their peers to accomplish learning goals.



10212X0F10 Common Core English 9 Arts Focused (CHHS Only)

Prerequisite: Common Core English 8

Note: Students must take the North Carolina Final Exam.

This course is designed to introduce the freshman student to historical and contemporary modes of visual and performing arts through a study of literary fiction and nonfiction, including novels, short stories, speeches, influential documents, memoirs, poetry, drama, a play and mythology. Through visual art and/or performing arts, students develop critical thinking skills and work collaboratively with their peers to accomplish learning goals. Writing is integrated with grammar and techniques of style. Students write for a variety of purposes, including argumentation, exposition, narration and research. Students do not need any experience in the arts but should expect to actively participate in all activities.



10212X0F40 Common Core English 9 Social Justice Perspective (East Only)

Prerequisite: Common Core English 8

Note: Students must take the North Carolina Final Exam.

Common Core English 9 Social Justice Perspective provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). Through disciplined reading of complex literary fiction and literary non-fiction, students develop critical thinking skills, value evidence and build academic language to engage in lively discussions with their peers about issues of justice and equality emphasized in the course readings. Issues of power and authority are also examined in various texts. All writing is integrated with grammar and technique of style. Students develop their writing skills through authentic writing assignments, projects, research and literary analysis. Students work collaboratively with their peers to accomplish learning goals.

10215X00 Honors Common Core English 9

Recommendations: Students should earn an A or B in Common Core English 8, to enroll in this course.

Prerequisite: Common Core English 8

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Common Core Honors English 9 is distinguished by differences in the quality and depth of the work expected. The materials are taught with greater complexity, novelty and acceleration. Through disciplined reading of complex literary fiction and literary non-fiction, students develop critical thinking skills, value evidence and build academic language to engage in lively discussions with their peers about the content and their learning. The course provides foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction) and it includes influential documents. Through reading, writing, listening and speaking, students learn to communicate more effectively. Students develop their writing skills through authentic writing assignments, projects, research and literary analysis. All writing is integrated with grammar and techniques of style. Students work collaboratively with their peers to accomplish learning goals. Students taking this Honors course are expected to complete complex tasks more independently.



10215X0F10 Only)

Honors Common Core English 9 Arts Focused (CHHS

Prerequisite: Common Core English 8

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Common Core Honors English 9 Arts Focused is distinguished by differences in the quality and depth of the work expected. The materials are taught with greater complexity, novelty and acceleration. This course is designed to introduce the freshman student to historical and contemporary modes of visual and performing arts through a study of literary fiction and nonfiction, including novels, short stories, speeches, memoirs, poetry, drama and mythology, and influential documents. Students develop critical thinking skills and work collaboratively with their peers to accomplish learning goals. Through visual and/or performing arts, students develop their writing and editing skills and write for a variety of purposes, including argumentation, exposition, narration and research. Students do not need any experience in the arts but should expect to actively participate in all activities.



10215X0F40 Honors Common Core English 9 Social Justice Perspective (East Only)

Prerequisite: Common Core English 8

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Common Core Honors English 9 Social Justice Perspective is distinguished by difference in the quality and depth of the work expected. The materials are taught with greater complexity, novelty and acceleration. The course provides foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction, including influential documents. Issues of justice and equality are emphasized in the course readings, core works, supplementary novels and informational texts. Through disciplined reading of complex literary fiction and literary non-fiction, students develop critical thinking skills, value evidence and build academic language to engage in lively discussions with their peers about issues of power and authority in various texts. All writing is integrated with grammar and techniques of style. Students develop their writing skills through authentic writing assignments, projects, research and literary analysis. Students work collaboratively with their peers to accomplish learning goals.

10222X00 Common Core English 10

Prerequisite: Common Core English 9

Note: Students must take the North Carolina End-of-Course Test.

Common Core English 10 focuses on developing reading, writing, listening, speaking and critical thinking skills through study of literary global perspectives focusing on literature from the Americas (Caribbean, Central, South and North), Africa, Eastern Europe, Asia, Oceania and the Middle East. Through disciplined reading of complex literary fiction and literary non-fiction in classical and contemporary world literature, students learn to value textual evidence to provide appropriate oral and written responses. This course provides a study of the definition and development of the five major literary genres: novels, short stories, poetry, drama and historical documents. Common Core English 10 develops and refines skills in grammar and composition. Argument, exposition and informal writing are emphasized. Students develop their writing skills through authentic writing tasks, projects, research and literary analysis. They work collaboratively with their peers to accomplish learning goals. Core works include selections from four of the five categories: African-American, European World War, Asian, Latin American and Greek drama.



10222X0F10 Common Core English 10 Arts Focused (CHHS Only)

Prerequisite: Common Core English 9

Note: Students must take the North Carolina End-of-Course test.

This course is designed to introduce the sophomore student to historical and contemporary modes of visual and performing arts through a study of literary fiction and literary

non-fiction from the Americas (Caribbean, Central, South and North), Africa, Eastern Europe, Asia, Oceania and the Middle East. This course focuses on developing reading, writing, listening, speaking and critical thinking skills. Students learn to value textual evidence to provide appropriate oral and written responses. Common Core English 10 develops and refines skills in grammar and composition. Students develop their writing and editing skills and write for a variety of purposes, including argumentation, exposition, narration and research. Students will discuss and write about works read. Students build to demonstrations of mastery. Students do not need any experience in the arts but should expect to actively participate in all activities.



10222X0IT Common Core English 10 IT Focused

Prerequisite: Common Core English 9

Note: Students must take the North Carolina End-of-Course Test.

This course adheres to the same course description and expectations as outlined under Common Core English 10, but has a focus in technology. This course incorporates assignments and projects such as creating graphic images, web pages, animations, podcasts and videos that coincide with the material being taught.



10222X0F50 Common Core English 10 Social Justice Perspective (East Only)

Prerequisite: Common Core English 9

Note: Students must take the North Carolina End-of-Course Test.

Students learn all of the same objectives as other Common Core English 10 classes; in addition, they explore essential questions about fairness and justice in our society regarding issues such as race, gender and social class. Students study diverse cultures in literature and informational texts from Africa, the Middle East, Asia and Europe. Activities engage students in projects using 21st Century tools, including technology, to develop learning skills such as information and cultural literacy and global awareness. Students also complete a career exploration unit and enhance literary studies through relevant experiences in their own community through guest speakers and field trips.

10225X00 Honors Common Core English 10

Recommendations: A or B in Honors Common Core English 9 or an A in Common Core English 9.

Prerequisite: Common Core English 9

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina End-of-Course test,

This rigorous course covers the curriculum for Common Core English 10, but with increased acceleration. This course is distinguished by difference in the quality and depth of work expected. The materials are taught with greater complexity and novelty. Students engage in

more sophisticated readings of complex texts. Students taking this Honors course are expected to complete complex tasks more independently with less teacher scaffolding.



**10225X0F20
Only)**

Honors Common Core English 10 Arts Focused (CHHS

Prerequisite: Common Core English 9

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina End-of-Course test.

This course emphasizes historical and contemporary modes of visual and performing arts through a study of literary fiction and nonfiction, including novels, short stories, speeches, memoirs, poetry, drama and mythology. Students develop critical thinking skills and work collaboratively with their peers to accomplish learning goals. Students develop their writing and editing skills and write for a variety of purposes, including argumentation and persuasion, exposition, narration and research. Students build to demonstrations of mastery.



**10225X0IT
Only)**

Honors Common Core English 10 IT Focus (CHHS

Prerequisite: Common Core English 9

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina End-of-Course test,

This course adheres to the same course description and expectations as outlined under Common Core English 10, but has a focus in technology. This course incorporates assignments and projects such as creating graphic images, web pages, animations, podcasts and videos that coincide with the material being taught.



**10225X0F50
Perspective (East Only)**

Honors Common Core English 10 Social Justice

Prerequisite: Common Core English 9

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina End-of-Course test.

Students learn all of the same objectives as other Common Core Honors English 10 classes; in addition, they explore essential questions about fairness and justice in our society regarding issues such as race, gender and social class. Students study diverse cultures in literature and informational texts from Africa, the Middle East, Asia and Europe. Activities engage students in projects using 21st Century tools, including technology, to develop learning skills such as information and cultural literacy and global awareness. Students also complete a career exploration unit and enhance literary studies through relevant experiences in their own community through guest speakers and field trips. In addition to the expectations of the Common Core English 10 perspective course, the honors course includes studies with greater complexity and faster pacing, incorporating more challenging print and non-print texts. Students take on greater responsibility for their own learning and practice more advanced writing skills.

10232X00 Common Core English 11

Prerequisite: Common Core English 10

Note: Students must take the North Carolina Final Exam.

Common Core English 11 provides an in-depth study of US literature and US literary nonfiction, especially foundational works and documents. This course focuses on advancing reading, writing, listening, speaking and critical thinking skills. Students learn to value textual evidence to provide appropriate oral and written responses. Students take on greater responsibility for their own learning and practice more advanced writing skills.



10232X0F30 Common Core English 11 Arts Focused (CHHS Only)

Prerequisite: Common Core English 10

Note: Students must take the North Carolina Final Exam.

This course deepens students' knowledge of historical and contemporary modes of visual and performing arts through an in-depth study of US literature and US literary nonfiction, especially foundational works and documents. This course focuses on developing reading, writing, listening, speaking and critical thinking skills. Students learn to value textual evidence to provide appropriate oral and written responses. Students take on greater responsibility for their own learning and practice more advanced writing skills. Students do not need any experience in the arts, but should expect to actively participate in all activities.



10232X0F60 Common Core English 11 Social Justice Perspective

Prerequisite: Common Core English 10

Note: Students must take the North Carolina Final Exam.

Similar to other Common Core English 11 courses, this class analyzes US literature and informational texts as it reflects social perspectives, cultural diversity and historical significance. Common Core English 11 provides an in-depth study of US literature and US literary nonfiction, especially foundational works and documents. This course focuses on advancing reading, writing, listening, speaking and critical thinking skills. Students learn to value textual evidence to provide appropriate oral and written responses. Students take on greater responsibility for their own learning and practice more advanced writing skills.

10235X00 Honors Common Core English 11

Recommendations: Students should earn an A or B in Common Core English 10 to enroll in this course

Prerequisite: Common Core English 10

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Common Core Honors English 11 provides an in-depth study of US literature and US literary nonfiction, especially foundational works and documents. This course is distinguished by difference in the quality and depth of work expected. The materials are taught with greater complexity, novelty and acceleration. Through disciplined reading of complex text, students develop critical thinking skills, value evidence and build academic language to engage in lively discussions with their peers. Students develop their writing skills through authentic writing assignments, projects, research and literary analysis. They take on greater responsibility for their own learning and practice more advanced writing skills.



10235X0F30

Honors Common Core English 11 Arts Focused (CHHS

Only)

Prerequisite: Common Core English 10

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

This course is designed to introduce the junior student to historical and contemporary modes of visual and performing arts through a study of US literature and US literary nonfiction, especially foundational works and documents. The course focuses on developing reading, writing, listening and speaking skills. Materials are taught with greater complexity, novelty and acceleration. Students learn to value textual evidence to provide appropriate oral and written responses. Through visual art and/or performing arts, students develop critical thinking skills and work collaboratively with their peers to accomplish learning goals. Writing is integrated with grammar and techniques of style. Students write for a variety of purposes, including argumentation, exposition, narration and research. Students do not need any experience in the arts but should expect to actively participate in all activities.

**10235X0IT****Honors Common Core English 11 IT Focus**

Prerequisite: Common Core English 10

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

This course adheres to the same course description and expectations as outlined under Common Core English 11, but has a focus in technology. This course incorporates assignments and projects such as creating graphic images, web pages, animations, podcasts and videos that coincide with the material being taught.

**10235X0F60****Honors Common Core English 11 Social Justice****Perspective (East Only)**

Prerequisite: Common Core English 10

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Similar to other Common Core English 11 courses, this class analyzes US literature and informational texts as it reflects social perspectives, cultural diversity and historical significance. The course focuses on developing reading, writing, listening and speaking skills. Materials are taught with greater complexity, novelty and acceleration. Students learn to value textual evidence to provide appropriate oral and written responses. Writing is integrated with grammar and techniques of style. Students write for a variety of purposes, including argumentation, exposition, narration and research. In this course, they also have the opportunity for a more in-depth examination of racial, gender and economic inequalities in American society by exploring a variety of works.

1A007X0**AP Language and Composition**

Note: Students are required to take the AP exam, and may earn college credit with a high score.

Prerequisite: Common Core English 10

Recommendation: Students should have earned an A or B in Common Core Honors English 10 or an A in Common Core English 10 to enroll in this course.

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a mastery of writing are the expectations for this course. Students enrolled in this course are expected to take The College Board Advanced Placement Test.



1A007X0JA AP Language and Composition Social Justice Perspective (East Only)

Note: Students are required to take the AP exam, and may earn college credit with a high score.

Prerequisite: Common Core English 10

Recommendation: Students should have earned an A or B in Common Core Honors English 10 or an A in Common Core English 10 to enroll in this course.

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Similar to other courses, this class analyzes literature and informational texts as it reflects social perspectives, cultural diversity and historical significance. This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a mastery of writing are the expectations for this course. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

10242X00 Common Core English 12

Prerequisite: Common Core English 11

Note: Students must take the North Carolina Final Exam.

Common Core English 12 completes the global perspective initiated in Common Core English 10. Though its focus is on European (Western, Southern, Northern) literature, this course includes important documents and literature pertinent to all regions. Through reading, writing, listening and speaking, students learn to communicate more effectively. Students continue to develop and refine expressive, expository, research and argumentative writing skills. All writing is integrated with grammar and techniques of style. This course encourages independent learning and critical thinking in preparation for college and careers.



10242X0F40

Common Core English 12 Arts Focused (CHHS Only)

Prerequisite: Common Core English 11

Note: Students must take the North Carolina Final Exam.

Common Core English 12 completes the global perspective initiated in Common Core English 10. This course is designed to introduce the senior student to historical and contemporary modes of visual and performing arts through a study of European (Western, Southern, Northern) literature and important documents and literature (texts influenced by European philosophy or action). Through reading, writing, listening and speaking, students learn to communicate more effectively. Students continue to develop and refine expressive, expository, research and argumentative writing skills. All writing is integrated with grammar and techniques of style. This course encourages independent learning and critical thinking in preparation for college and careers. Students do not need any experience in the arts but should expect to actively participate in all activities.



**10242X0F60
(ECHHS Only)**

Common Core English 12 Social Justice Perspective

Prerequisite: Common Core English 11

Note: Students must take the North Carolina Final Exam.

This course is for seniors in the Social Justice Academy and fills a core requirement for Common Core English 12 at the honors level. Common Core English 12 completes the global perspective initiated in Common Core English 10. Though its focus is on European (Western, Southern, Northern) literature, this course includes important documents and literature pertinent to all regions. Through reading, writing, listening and speaking, students learn to communicate more effectively. Students continue to develop and refine expressive, expository, research and argumentative writing skills. All writing is integrated with grammar and techniques of style. This course encourages independent learning and critical thinking in preparation for college and careers.

10245X00 Honors Common Core English 12

Recommendations: Students should earn an A or B in Common Core English 11 to enroll in this course

Prerequisite: Common Core English 11

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

Common Core English 12 completes the global perspective initiated in Common Core English 10. Though its focus is on European (Western, Southern, Northern) literature, this course includes important documents and literature pertinent to all regions. In this honors course, materials are taught with greater complexity, novelty and acceleration. Through reading, writing, listening and speaking, students learn to communicate more effectively. Students learn to value textual evidence to provide appropriate oral and written responses. Students continue to develop and refine expressive, expository, research and argumentative writing skills. All writing

is integrated with grammar and techniques of style. This course encourages independent learning and critical thinking in preparation for college and careers.



**10245X0F40
Only)**

Honors Common Core English 12 Arts Focused (CHHS

Prerequisite: Common Core English 11

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

This course surveys historical and contemporary modes of visual and performing arts through a study of European (Western, Southern, Northern) literature and important documents and literature (texts influenced by European philosophy or action). Through reading, writing, speaking and listening, students learn to communicate more effectively. Students develop critical thinking skills and work collaboratively with their peers to accomplish learning goals. Students develop their writing and editing skills and write for a variety of purposes, including argumentation and persuasion, exposition, narration and research. All writing is integrated with grammar and techniques of style. Students do not need any experience in the arts but should expect to actively participate in all activities.



10245X0J0

Honors Common Core English 12 Social Justice

Perspective (East Only)

Prerequisite: Common Core English 11

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Note: Students must take the North Carolina Final Exam.

This course is for seniors in the Social Justice Academy and fills a core requirement for Common Core English 12 at the honors level. Common Core English 12 completes the global perspective initiated in Common Core English 10. Though its focus is on European (Western, Southern, Northern) literature, this course includes important documents and literature (texts influenced by European philosophy or action). Units are organized around social and historical themes and materials are taught with greater complexity, novelty and acceleration. Through reading, writing, listening and speaking, students learn to communicate more effectively. Students learn to value textual evidence to provide appropriate oral and written responses. Students continue to develop and refine expressive, expository, research and argumentative writing skills. All writing is integrated with grammar and techniques of style. This course encourages independent learning and critical thinking in preparation for college and careers.

1A017X0 AP Literature and Composition

Prerequisite: Common Core English 11

Recommendation: Students should have earned an A or B in Common Core Honors English 11 or an A in Common Core English 11 to enroll in this course

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Note: Students are required to take the AP exam, and may earn college credit with a high score

The AP English course is designed for students who have a particular passion for literature and who rise to the challenge of difficult texts. The focus is on classic works of world literature, including Hamlet and Madame Bovary, and on college-level composition skills. The course involves a substantial amount of reading and writing -- strong students should expect at least 90 minutes of reading per night, excluding homework and papers. Therefore, students who are over enrolled in other AP courses are discouraged from taking this course. The course is designed to prepare students for the AP exam and so includes numerous in-and out-of-class analytical writing assignments. In addition, the grading standards for this course are rigorous and based on requirements for first-year college students, so those who enroll should be prepared to work harder to earn grades that they may have earned in past years. Students who desire a challenge are always welcome, but they should be aware that they will have to work harder to achieve above-average grades.



1A017X0SJ AP Literature and Composition Social Justice Perspective (East Only)

Prerequisite: Common Core English 11

Recommendation: Students should have earned an A or B in Common Core Honors English 11 or an A in Common Core English 11 to enroll in this course

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Note: Students are required to take the AP exam, and may earn college credit with a high score

This course is for students in the Social Justice Academy who are co-enrolled in an academy history course. This section follows the same state and AP College Board standards as in the non-academy course, but with special emphasis on social justice themes in an American historical and literary context.



96105X0ICA Honors Global Issues and Contemporary Arts (CHHS Only)

Prerequisite: Common Core English 10

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Global Issues and Contemporary Arts explores the power of the visual and performing arts as tools to learn about, process and challenge social, political and environmental global issues and movements. This unique interdisciplinary course is collaboratively taught by academic and arts teachers in order to provide a truly integrated experience for students. Students should expect to actively engage in all class discussions, research activities, theater exercises and artistic lessons. Through a combination of contemporary art and community organizing practices, students work in groups to research, develop and present artworks that have an impact on the school community and beyond.

English Elective Courses

10012X0 Reading/Elements of Literacy

Prerequisite: 8th grade English/Language Arts

Reading is a fundamental skill for success in all high school courses, as well as being an important life skill. This class is for students who need to increase their literary skills to meet the demands of high school and college level texts. It focuses on developing fluent readers through direct instruction in reading comprehension skills, vocabulary skills and reading strategies. This is a required course for identified grade 9 students.

10312X06 Journalism I (Newspaper)

10325X00N Honors Journalism II (Newspaper)

Note: Students interested in this class must attend an information meeting, supply a writing sample in the form of a timed essay and have a recommendation from their current English teacher.

Prerequisite: Permission of instructor; grade of B or above in previous English courses; for Honors Journalism II, permission of instructor

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Working as a staff member of the school newspaper provides students with real world writing, publishing and business experience. Students gather and write the news, features, editorials sports coverage and interviews. All aspects of journalism are responsibilities of the newspaper staff, such as writing headlines; typesetting stories; designing the layout; selling advertising; and distributing the final product. Interested students must be willing to give time and energy to the course. Photographers and graphic artists are also welcome!

10312X00 Journalism I (Yearbook)

10325X00 Honors Journalism II (Yearbook)

Prerequisite: Permission of instructor; grade of B or above in previous English course.

Application and registration requirements.

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

In this course, students produce the high school yearbook. Staff members with skills in writing and/or photography along with a desire to create a visual memory of the high school years are needed. Staff members may be assigned to different sections of the yearbook under the direct leadership of an upperclassman with yearbook experience. Learning the necessary skills to design and produce pages for the book is required. The culmination of the yearbook staff's efforts is the delivery of the finished product in the spring on one of the most eagerly anticipated days of the year for high school students. Course evaluation is based on successful and on-time completion of assignments.

10252X00 Creative Writing

Prerequisite: Common Core English 9

This course provides students the opportunity to create their own original works in various genres of literature, including poetry, short stories, drama, non-fiction, children's literature, etc. Students cover the fundamental aspects of each genre using exemplary texts; work together in writing workshops; develop the habit of keeping a writer's journal; and learn to infuse their writing with voice, tone, characterization, symbolism, imagery and theme. The course also requires that students attend and critiques a reading or literary performance in the community at least once per quarter. Students who take Creative Writing may elect to apply for the Literary Magazine I and serve as staff of the literary magazine.

10252X03 Literary Magazine I (CHS and East Only)

Prerequisite: Creative Writing

Students continue in thesis studies from Creative Writing, as well as learn the process of publishing and the skills necessary for a career in writing, publishing, artistic design, fundraising and sales, or editing. Students generate and evaluate submissions; select literary and artistic works to include; find donors and sponsors for publication costs; and publish at least one professional quality magazine during the year, if not one per semester. Students also lead guest lectures in English classrooms on creative writing skills in order to engender more submissions and complete routine critiques of professional and undergraduate-run literary magazines.

10252X0L2 Literary Magazine II (CHS and East Only)

10252X0L3 Literary Magazine III (CHS and East Only)

Prerequisite: Creative Writing

This Creative Writing program is designed for students who have already taken Creative Writing and Literary Magazine I. The students in Literary Magazine II/III continue to improve on the skills in Creative Writing and Literary Magazine I, as well as take on additional responsibility in areas of selection, layout, fund raising, publicity and publication of the literary magazine. Students are expected to fulfill the higher level staff positions and lead creative writing assignments for English classes to help solicit submissions to the magazine. Students can take this course for two years.

10255X0 Honors American Artifacts (East Only)

Note: This course is open to students in grades 11 and 12

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Honors American Artifacts is an interdisciplinary course that examines selected pieces of American literature, art, music, movies, architecture and other aspects of culture in the 20th century. The discussion and project-based course revolves around the questions of how a work of art (be it the play *Our Town*, the Brooklyn Bridge, a collage by Romare Bearden, a painting by Georgia O'Keeffe, the films *Citizen Kane* and *Do the Right Thing*, a prairie house designed by Frank Lloyd Wright, or the Sugarhill Gang's song "Rapper's Delight") both reflects the time in which it was created and affects and shapes attitudes and perceptions.

Healthful Living Courses

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60192X09 9th Grade Healthful Living

Grade: 9

This course is required for all ninth grade students. One semester is health and one semester is physical education. This is a required course for graduation. In 9th Grade Healthful Living, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

PE Elective Courses

60495X0 Honors Healthful Living (CHS & ECHHS Only)

Prerequisite: 9th Grade Healthful Living

Honors Healthful Living combines honors-rigor instruction in topics related to health and fitness interspersed with units of PE instruction in student-selected areas of concentration. The areas of concentration may include lifetime sports; outdoor education; dance; aerobics or personal fitness; strength and conditioning; or other fitness activities. The course reinforces prior knowledge and skills acquired during 9th Grade Healthful Living and expands opportunities to increase an individual's fitness and wellness to promote overall health literacy.

60495X0 Honors Healthful Living (CHHS Only)

Prerequisite: 9th Grade Healthful Living

Students enrolled in this course will learn how exercise affects and interacts with the human body to improve personal wellness. Students will combine regular physical activity in class with health topics to make a life-long impact on their own personal health. Students will have the choice of what type of activities they participate in by choosing one of two focus areas.

1. Outdoor Recreation Focus

Emphasizes lifetime activities that take the student outside into the natural environments. Activities include: hiking and camping, rock climbing, canoeing, sea kayaking, road biking, mountain biking, archery, frisbee golf and other outdoor games.

Students will get the chance to go on field to put these activities to use in a real world situation.

OR

2. Elite Performance Focus

This course uses a comprehensive training program to teach students to get themselves in the best physical and mental shape of their lives. Students will assess their fitness levels and learn to develop their own fitness routines. Activities include: flexibility training, weight training, plyometric training, cardio-respiratory training, balance training, speed and agility training, and core strengthening.

60292X0S Strength & Conditioning

Prerequisite: 9th grade PE

Emphasis is on all forms of weight training and conditioning involving strength and endurance. Instruction is provided on the proper techniques for stretching, warm-up and cool-down. Other forms of fitness training are employed, such as jogging, step aerobics, timed sprinting, plyometrics and rope jumping, to help develop the overall athlete. Evaluation is by written exam, strength gain, class participation and teacher observation.

Weight Training And Conditioning I (CHS Only)

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

96122X01 Sports Medicine I (CHHS Only) - Athletic Training Skills

Recommendations: Grade of C or above in Biology

Prerequisite: Biology

Course length: Semester (first semester only)

Sports Medicine I introduces the profession of athletic training to the high school student.

Course work concentrates on learning the skills used by athletic trainers, including taping, wrapping, splinting and bandaging. Certification for CPR and First Aid is given to those completing the requirements. An introduction to human anatomy is taught, emphasizing the skeletal, muscular, circulatory and nervous systems. Students may work after school with high school sports teams.

96122X02 Sports Medicine II (CHHS Only) - Injury Recognition and Treatment

Recommendations: Grade of C or above in Biology

Prerequisite: Biology (Sports Medicine I is not required)

Course length: Semester (second semester only)

Sports Medicine II focuses on learning to evaluate an injured athlete and to recognize common injuries. Emphasis is also placed on learning the proper treatment of common sports injuries. Students may work after school with high school sports teams.

60192X0F Sports Officiating

Sports Officiating is a year long course that will provide the student with the knowledge and expertise necessary to officiate in physical education classes, intramurals, and recreational. It includes the basic fundamental skills on officiating as well as the rules and mechanics of basketball and soccer.

This course is designed so the student will be able to:

- a. Demonstrate knowledge of the official rules of basketball and soccer.
- b. Demonstrate correct officiating techniques and mechanics in basketball and soccer.
- c. Pass official certification tests if so desired.

Mathematics Courses

The high school mathematics curriculum is aligned with college- and career- readiness expectations and includes rigorous content and application of knowledge through critical thinking for all students. A focus on reasoning and sense making, when developed in the context of strong content, ensures that students can accurately carry out mathematical procedures, understand why those procedures work, and know how they might be used and their results interpreted. A student's active involvement in mathematics includes enacting learning practices such as discussion and collaboration, proposing and defending mathematical ideas and conjectures, responding thoughtfully to the mathematical arguments of peers, and completion of assignments. Technology is essential in teaching and learning mathematics. All mathematics courses involve the use of technology such as scientific or graphing calculators, and/or computers to enhance students' learning.

Math Sequences [CHCCS Core Secondary Math Pathways](#)

CHCCS and the state of NC fully implement the North Carolina Standard Course of Study, largely based on the Common Core Standards for Mathematics at the high school level. NC Math 1, NC Math 2, and NC Math 3 provide students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling through progressive inter-connected mathematical ideas throughout each course. Students acquire new knowledge by building upon previously learned concepts, going into greater depth and complexity at each level.

Chapel Hill-Carrboro City Schools does not provide tuition for students to take college or university courses when those students have the option to take courses at district high schools.

Future-Ready Core Course of Study Mathematics Graduation Requirements

Four math units are required for graduation: NC Math 1, 2 and 3, plus a fourth math course to be aligned with the student's post high school plans.

Substitution Courses to Meet Future Ready Core Mathematics Requirements

In the rare instance, a principal exempts a student from the Future Ready Core mathematics sequence, the student will be required to pass NC Math 1 and NC Math 2 plus two application-based mathematics courses. In the Chapel Hill-Carrboro City Schools, these courses are shown in the table below.

**Four Years of Mathematics -
Suitable for UNC General Administration Admission Requirements**

Core Mathematics Courses: **NC Math 1, NC Math 2, NC Math 3, plus a fourth course** to be aligned with the student's after-high-school plans.

Courses that are accepted by the UNC General Administration as the fourth mathematics course for admission to the UNC institutions:

Courses from the NC Standard Course of Study	Courses from Community Colleges
<p style="text-align: center;">Discrete Mathematics Pre-Calculus AP Statistics AP Calculus (AB) AP Calculus (BC)</p>	<p style="text-align: center;">CCP MAT 171 Precalculus Algebra CCP MAT 172 Precalculus Trigonometry CCP MAT 271 Calculus I MAT 141 Mathematical Concepts I MAT 142 Mathematical Concepts II MAT 143 Quantitative Literacy MAT 152 Statistical Methods I MAT 167 Discrete MAT 171 Precalculus Algebra MAT 172 Precalculus Trigonometry MAT 252 Statistics II MAT 263 Brief Calculus MAT 271 Calculus I MAT 272 Calculus II MAT 273 Calculus III MAT 280 Linear Algebra MAT 285 Differential Equations</p>

**Four Years of Mathematics -
Suitable for Admission to Some Universities as well as Community College and Technical
Schools**

Mathematics Courses: **NC Math 1, NC Math 2, NC Math 3, plus a fourth course** to be aligned with the student's after-high-school plans.

Courses that are not accepted by the UNC General Administration as the fourth mathematics course for admission to the UNC institutions but that may be accepted by some universities as well as Community Colleges and Technical School as the fourth math course:

CTE Courses from the NC Standard Course of Study	Courses from Community Colleges
<p style="text-align: center;">Accounting I Accounting II Principles of Business and Finance Drafting I Drafting II Engineering Drafting II Architectural Aerospace Engineering Introduction to Engineering Design Principles of Engineering Apparel & Textile Production I Apparel & Textile Production II</p> <p style="text-align: center;">Personal Finance AND Entrepreneurship I</p>	<p style="text-align: center;">CCP MAT 171 Precalculus Algebra CCP MAT 172 Precalculus Trigonometry CCP MAT 271 Calculus I MAT 141 Mathematical Concepts I MAT 142 Mathematical Concepts II MAT 143 Quantitative Literacy MAT 152 Statistical Methods I MAT 167 Discrete MAT 171 Precalculus Algebra MAT 172 Precalculus Trigonometry MAT 252 Statistics II MAT 263 Brief Calculus MAT 271 Calculus I MAT 272 Calculus II MAT 273 Calculus III MAT 280 Linear Algebra MAT 285 Differential Equations</p>

Four Years of Mathematics - Substitution

Mathematics Courses: **NC Math 1, NC Math 2, plus a third and fourth course** to be aligned with the student's after-high-school plans.

Courses that are not accepted by the UNC General Administration as mathematics course for admission to the UNC institutions but that are suitable for the third and fourth courses to complete the substitution pathway:

CTE Courses from the NC Standard Course of Study

Single courses that equal one math credit:

Accounting I
Accounting II
Principles of Business and Finance
Drafting I
Drafting II Engineering
Drafting II Architectural
Aerospace Engineering
Introduction to Engineering Design
Principles of Engineering
Apparel & Textile Production I
Apparel & Textile Production II

Pairs of courses that equal one math credit:

Personal Finance **AND** Entrepreneurship I

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21092X0HS NC Math 1

Prerequisite: Math 8

NC Math 1 formalizes and extends the mathematics that students learned in previous grades. Understandings of linear relationships are deepened and extended, in part, by contrasting them with other functional relationships and, in part, by applying linear models to data that exhibit a linear trend. Exponential and quadratic functional relationships are introduced. Students are required to take the End-of-Course state exam, which will count as 20% of their final grade.

22092X0C NC Math 2

Prerequisite: NC Math 1

In this course, the focus is quadratic expressions, equations and functions; comparing their characteristics and behavior to new families of functions such as power, absolute value and piecewise. The complex number system is introduced. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. Geometric proofs and constructions formalize properties of figures and congruency learned in earlier grades. Geometric similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships.

22095X0C NC Honors Math 2

Recommendations: Solid A or B in NC Math 1

Prerequisite: NC Math 1

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education. [Philosophy and Expectations for Honors Math Courses](#)

Honors NC Math 2 provides students an honors-level study of NC Math 2 standards, and also embeds and develops several additional topics. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Students are required to take the North Carolina Final Exam.

23092X0 NC Math 3

Prerequisite: NC Math 2

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as inverse functional relationships and new families of functions including logarithmic, polynomial, rational, and trigonometric functions. Understandings of behaviors of functions is developed through a study of transformations, combinations, composition, and decomposition of functions. NC Math 3 also includes a formal study of proofs and geometric emphasis on circles and their properties. Probability rules learned in previous courses are extended to the statistics of making inferences and justifying conclusions. Students are required to take the End-of-Course state exam, which will count as 20% of their final grade.

23095X0M3 Honors NC Math 3

Recommendations: Solid A or B in Honors NC Math 2

Prerequisite: NC Math 2

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education. [Philosophy and Expectations for Honors Math Courses](#)

This course includes all the standards in NC Math 3 with an emphasis on the theoretical underpinnings of the mathematics and must therefore move at a faster pace. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics.

23095X0SB Honors NC Math 3 Block

Co-requisite: Enrollment in Precalculus - Honors Block for the second semester of the same academic year

Recommendations: Solid A or B in Honors NC Math 2

Prerequisite: NC Math 2

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education. [Philosophy and Expectations for Honors Math Courses](#)

This course is equivalent to Honors Math 3 except the course is taken during two consecutive periods and concludes at the end of the first semester.

24035X00 **Precalculus - Honors**

Recommendations: A or B in Honors NC Math 3

Prerequisite: NC Math 3 or Honors NC Math 3

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education. [Philosophy and Expectations for Honors Math Courses](#)

Precalculus provides students an honors-level study of trigonometry, advanced functions (polynomial, rational, power, piecewise-defined, exponential, logarithmic, logistic, greatest integer, absolute value, trigonometric, parametric, and polar functions) analytic geometry, and data analysis in preparation for calculus. Other topics include vectors in the plane, sequences and series, limits of functions, rates of change. Graphing calculators are used to facilitate the mathematical modeling of real-life applications.

24035X00SB **Precalculus - Honors Block**

Co-requisite: Enrollment in Honors Math 3 Block for the 1st semester of the same academic year

Recommendations: Solid A or B in Honors NC Math 2

Prerequisite: Honors Math 3 Block course

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education. [Philosophy and Expectations for Honors Math Courses](#)

This course is equivalent to Precalculus - Honors except the course is taken during two consecutive periods during the second semester following Honors Math 3 Block.

24012X00 **Discrete Math**

Recommendations: This course is best offered to seniors.

Prerequisite: NC Math 3 or Honors NC Math 3

This course introduces students to the mathematics of networks, social choice and decision making. The course extends students' application of matrix arithmetic and probability. Application and modeling using appropriate technology, from manipulatives to calculators and applications software are central to this course. Topics include describing, interpreting, and comparing categorical and quantitative data; graph theory; modeling with probability; sequences and series; and modeling problems involving fair outcomes including apportionment, election theory, voting power, and fair division.

2A037X0 AP Statistics

Recommendations: A in Math 3; A or B in Honors NC Math 3

Prerequisite: NC Math 3 or Honors NC Math 3

Weighted Credit for AP courses: Effective with the freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Note: *Students are required to take the AP exam.*

Major topics covered in this course include exploring data; observing patterns and departures from patterns; planning a study; deciding what and how to measure; anticipating patterns; producing models using probability and simulation with statistical inference; and confirming models.

2A007X0 AP Calculus AB

Recommendations: Grade of B or above Honors Precalculus

Prerequisite: Honors Precalculus

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Note: *Students are required to take the AP exam.*

Topics include elementary functions, differential calculus and integral calculus. The functions studied are the algebraic, trigonometric, exponential and logarithmic functions in general, as well as the concept of limits. Derivatives, application of derivatives, antiderivatives and applications of the integral round out the course. Note: This full-year course corresponds to the **one**-semester course taught at many colleges and universities.

24002X0 Advanced Functions and Modeling

Prerequisite: NC Math 3

In this course, the focus is an in-depth study of modeling and applying functions. Linear, quadratic, cubic, trigonometric, exponential, logarithmic and piecewise functions will be used to solve problems. Analytical skills, probability ideas, data analysis, and technology are used to solve problems that originate from real world situations such as home, work, recreation, consumer issues, public policy, and scientific investigations

24005X0 Honors Advanced Functions and Modeling

Prerequisite: NC Math 3

Recommendations: B in NC Math 3

In this course, the focus is an honors level in-depth study of modeling and applying functions. Linear, quadratic, cubic, trigonometric, exponential, logarithmic and piecewise functions will be used to solve problems. Analytical skills, probability ideas, data analysis, and technology are used to solve problems that originate from real world situations such as home, work, recreation, consumer issues, public policy, and scientific investigations

2A017X0 AP Calculus BC

Recommendations: A in Honors Precalculus

Prerequisite: Honors Precalculus

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

Note: *Students are required to take the AP exam.*

Topics covered include those in Calculus AB with additional topics of parametric functions, vector functions, improper integrals and series. Note: This full-year course corresponds to the **two**-semester course taught at many colleges and universities.

28005X0 Honors Math Topics

Prerequisite: AP Calculus BC

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course introduces the advanced math student to a broad range of topics not found in the traditional curriculum. A considerable amount of time is spent using a computer algebra system (CAS) called MAPLE to investigate and solve non-traditional problems, but this is not be the

extent of the course. Students also learn more sophisticated methods for solving differential equations; are introduced to the structures necessary for future study of multivariable calculus; and study a variety of practical applications, as well as purely abstract mathematical topics such as chaos theory.

Science Courses

The discipline of science offers students the opportunity to observe and analyze the natural world. Science is dynamic in that its theories and hypotheses may change or be refined as new information comes to light through the careful collection of data and interpretation over time.

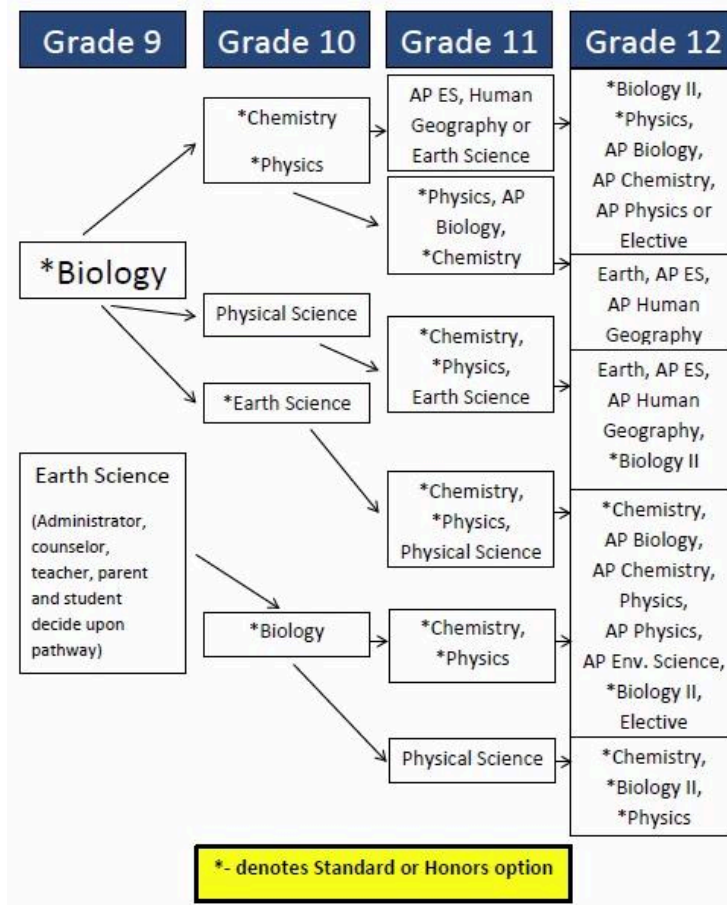
There are three general areas of study: biological, physical and earth/environmental sciences. All students need three years of science to graduate including a biology, an Earth/Environmental Science and a Physical Science course.

The goal of the science department is to help students become successful as they observe, analyze and reflect upon findings. Courses are designed to prepare students for college science courses and the citizenry of tomorrow. Science courses include laboratory experiences, simulations, cooperative learning, scientific readings and the use of technology. The ultimate desire for district science students is that they develop an understanding of the natural laws that govern the universe and assume guardianship of earth, its resources and the diverse life forms here with us.

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33202X00 Biology

Note: This course satisfies the biology graduation requirement and students must take the North Carolina End-of-Course test.

Recommendation: Ninth grade students choosing biology should have an A or B in 8th grade science and a successful EOG Science score.

This course explores the world of living things. Themes covered include chemical basis of life, analysis of the cell as a living system, comparison of prokaryotic and eukaryotic cells, molecular and biochemical processes, genetic continuity, homeostasis in plants and animals, and the evolution and ecology of populations. Investigations, activities and projects emphasize living organisms, classification systems of organisms, their interactions with the living and nonliving world, and the special challenges all living organisms face.

33205X00 Honors Biology

Note: This course satisfies the biology graduation requirement and students must take the North Carolina End-of-Course test.

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Recommendation: Ninth grade students choosing biology should have an A or B in 8th grade science and a successful EOG Science score.

Themes for this accelerated course extend the content of the topics listed in standard Biology. This class is suited for highly motivated students with excellent reading comprehension and study skills. Students are expected to complete self-guided research, work independently on a variety of assignments, and design and perform an experiment independently. There is an emphasis on preparing students to take Advanced Placement Biology in a later year.



33202X0F10

Biology Arts Focus (CHHS Only)

33205X0F10

Honors Biology Arts Focus (CHHS Only)

Note: This course satisfies the biology graduation requirement and students must take the North Carolina End-of-Course test.

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5).

Weighted credit is determined by the State Board of Education.

Recommendation: Ninth grade students choosing biology should have an A or B in 8th grade science and a successful EOG Science score.

Biology Arts Focus and Honors Biology Arts Focus follow the NC Standard Course of Study. Biology Arts Focus classes provide opportunities for students to integrate artistic expression and to demonstrate and assess learning. Example may include a production of a photosynthesis play, creation of a children's book on cells and exploration of creative writing and photojournalism as a means to investigate biology. Honors Biology Arts Focus extends the content of the topics in the standard Biology Arts Focus.



33205X0C0

Honors Global Biology: An International Perspective on Biological Principles (CHS Only)

Note: This course satisfies the biology graduation requirement and students must take the North Carolina End-of-Course test.

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Recommendation: Ninth grade students choosing biology should have an A or B in 8th grade science and a successful EOG Science score.

This honors level course provides students with the opportunity to develop an understanding of the global impact of the life sciences. Students use technology to conduct research on relevant global issues, as well as read and discuss ideas regarding the global nature of biology. This course provides motivated students with a challenging alternative to the regular and honors Biology courses. The course focuses on research projects. Students are challenged to demonstrate their understanding of biological principles through projects, supplemental activities and reading materials; all of which are related to global biological topics. The ability to meet deadlines, work cooperatively with others, both in class and outside of class, and read and

synthesize challenging material, are essential skills for this course.

33215X00 Honors Biology II

Prerequisite: Biology, Chemistry or Physical Science

Recommendations: B or above in Biology and Chemistry or Physical Science

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This is an advanced second year biology course designed for the student who wishes to be challenged with a deeper understanding of biology concepts. Students conduct numerous long-term investigations, which emphasize experimental design and the nature of science. This course concentrates on ecology, molecular biology, genetics, evolution and human anatomy and physiology and can serve as a good alternative to Advanced Placement Biology.

34007X0 AP Biology

Note: Students are required to take the AP exam and may earn college credit with a high score.

Prerequisite: successful completion of Biology AND Chemistry

Co-requisite: Honors Biology Lab

Recommendations: B or above in Biology and Chemistry

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is the equivalent of a college biology course and consists of both lecture and lab. The AP Biology Committee of the College Board establishes the curriculum. It places strong emphasis on molecular biology and cell biochemistry. Other topics include the structure and function of organisms, populations and communities.

30205X0L Honors Biology Lab

Co-requisite: AP Biology

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course accompanies the AP Biology lecture course and MUST be taken at the same time as the AP Biology lecture course. This course does NOT accompany Honors Biology.

35012X00 Earth and Environmental Science

Note: Students take the North Carolina Final Exam.

Note: This course satisfies the earth/environmental graduation requirement.

This course is designed to introduce students to Earth's geological and environmental systems and the impact of human interactions on these systems. This investigative-based science course examines evidence and issues relevant to natural processes that affect our lives. Topics of study include the position and role of the Earth in the universe; atmospheric, and hydrologic

cycles, energy flow, and their influences on the biosphere; Earth's internal and surface processes; management of Earth's resources; and climate variability and change.

35015X00 Honors Earth and Environmental Science

Note: Students take the North Carolina Final Exam.

Note: This course satisfies the earth/environmental graduation requirement

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course provides students with scientific principles and concepts to understand the interrelationships of our natural environment. Students are expected to use their knowledge of biology, chemistry and physical science to understand Earth and environmental processes. The course brings together relevant concepts and data to provide a foundation for understanding the causes and effects of current environmental problems and seek ways to solve these problems. The curriculum topics extend the content of the standard Earth/Environmental Science, but students in this course are expected to work independently and accept a greater responsibility for their learning. This rigorous course is designed to allow motivated students to conduct in-depth studies of Earth and environmental topics.

34102X00 Physical Science

Note: Students take the North Carolina Final Exam.

Recommendations: Math I; Biology or Earth Science

This course covers the basic principles of chemistry and physics focusing on the conceptual understanding of the structure of matter and energy. Topics include investigations into Newton's Laws; types, properties and structure of matter; chemical bonding and interactions; nuclear energy; thermodynamics; wave properties; electricity and magnetism.

34202X00 Chemistry

Note: Students take the North Carolina Final Exam.

Prerequisite: Co-enrollment or completion of Math II

In this course, students study the structure, composition and interactions of matter. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce these concepts. Topics covered include conservation of energy, atomic theory, chemical bonds, stoichiometry, properties and behaviors of solutions and gases and periodicity. This course is designed to expand students' laboratory and problem-solving skills.

34205X00H Honors Chemistry

Note: Students take the North Carolina Final Exam.

Prerequisite: Co-enrollment or completion of Math II

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This accelerated course is designed so that students develop an understanding of the concepts and principles of Chemistry in great depth and at a rapid pace. Students will learn a variety of concepts **in addition to** the standard Chemistry course including: quantum theory; wavelength, frequency, and energy calculations; nuclear stability and binding energy; advanced nomenclature of ternary acids and complex organic compounds and functional groups; the history of the development of the modern model of the atom; calculations involving limiting reactants and percent yield; experimental error analysis and percent error; oxidation-reduction reactions and reduction potentials; entropy, spontaneity, and Gibbs Free Energy; evaluation of equilibrium constants and acid-base equilibria; and calculations involving colligative properties of solutions. In addition, students conduct independent research and laboratory investigations, and complete additional nonfiction science reading and writing requirements as an extension to the Chemistry curriculum. This class is designed for highly motivated students with excellent reading comprehension and study skills and strong interest and aptitude in the sciences.

3A017X0 AP Chemistry

Note: Students are required to take the AP exam and may earn college credit with a high score.

Recommendations: Grade of B or above in Biology and Chemistry and Math II

Prerequisite: Chemistry, Math II

Co-requisite: Honors Chemistry Lab

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry instructors within CHCCS also teach and assess topics which, although no longer part of the AP Chemistry curriculum, are standard within first-year college chemistry courses. Roughly twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a

collaborative setting, where they direct and monitor their progress. This course is highly conceptual, mathematical, and fast-paced, and requires significant dedication and work ethic outside of class.



34202X0F10

Chemistry Arts Focus (CHHS Only)

34205X0F10

Honors Chemistry Arts Focus (CHHS Only)

Prerequisite: Weighted Credit For Honors courses: Effective with the

Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Chemistry Arts Focus extends the concepts found in standard Chemistry by closely examining the chemical processes that are integral to painting, welding, ceramics and art preservation. Students participate in alternate labs and activities that further explore in depth how visual art products are created by utilizing both the physical and chemical properties of matter.

34205X00 Honors Chemistry Lab

Co-requisite: AP Chemistry

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course accompanies the AP Chemistry lecture course and MUST be taken at the same time as the AP Chemistry lecture course. This course does NOT accompany Honors Chemistry.

34215X00 Honors Organic and Medical Chemistry (CHHS and ECHHS Only)

Prerequisite: Chemistry, co-enrollment or completion of Math II

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is designed for students considering careers in science or medical fields, or those wishing to explore organic chemistry in greater depth than first-year or AP Chemistry. Topics covered include: nomenclature of organic compounds; functional groups; optical activity and isomerization; organic reactions; synthesis strategies; analysis of compounds via nuclear resonance (NMR), mass, infrared (IR), and ultraviolet-visible (UV-VIS) spectroscopy; and an introduction to biomolecules and polymer chemistry. Although laboratory time is very limited compared to a typical organic chemistry course, occasional investigations will reinforce core concepts. Emphasis will be given throughout the course to

medical and pharmaceutical applications of organic chemistry concepts. A strong foundation in Chemistry or AP Chemistry is highly recommended.

34302X00 Physics

Note: Students take the North Carolina Final Exam.

Prerequisite: Completion of Math III

This course provides an inquiry-based study of the physical laws and phenomena of nature. Students analyze concepts graphically and numerically, covering topics of motions of objects, systems of forces and their interactions with matter, energy, momentum, behaviors of waves, electricity and magnetism. Strong mathematics connections are integrated into assignments and class work.

34305X00H Honors Physics

Note: Students take the North Carolina Final Exam.

Recommendations: B or above in Chemistry

Prerequisite: Completion of Math III

Honors Physics uses the North Carolina Standard Course of Study for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community including current research. Teachers increase the depth of each topic specified in the Standard Course of Study for Physics. Substantial class time is devoted to student-directed exploration and experimentation. In addition to the goals and objectives specified in the Standard Course of Study, teachers include an in-depth study of at least two of the following enrichment topics: optics, nuclear, physics, electromagnetism, thermodynamics or engineering.

3A057X0 AP Physics 1: Algebra-based

Note: Students are required to take the AP exam, and may earn college credit with a high score.

Recommendations: B or above in Chemistry

Prerequisite: Completion of Math III

Co-requisite: AP Physics 2: Algebra-based

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are required to take the AP exam and may earn college credit with a high score.

3A067X0 **AP Physics 2: Algebra-based**

Note: Students are required to take the AP exam, and may earn college credit with a high score.

Co-requisite: AP Physics 1

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

3A047X0 **AP Physics C Mechanics**

Co-requisite: Enrollment in Calculus and AP Physics C: Electricity and Magnetism for the same academic year

Note: Students are required to take the AP exam, and may earn college credit with a high score

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is the equivalent of a college calculus-based physics course. The AP Physics Committee of the College Board establishes the curriculum. This course covers Newtonian mechanics in depth and provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles, linear momentum; circular motion and rotation; and oscillations and gravitation.

3A037X0 **AP Physics C Electricity/Magnetism**

Co-requisite: Enrollment in Calculus and AP Physics B: Mechanics for the same academic year

Note: Students are required to take the AP exam, and may earn college credit with a high score

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is the equivalent of a college calculus-based physics course. The AP Physics Committee of the College Board establishes the curriculum. In depth instruction in electricity and magnetism provided in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

34305X0M **Honors Modern Physics (CHHS and ECHHS Only)**

Recommendations: Students be enrolled in or have completed AP Physics C

Prerequisite: Grade of B or better in first year physics, co-enrolled in Calculus

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Modern Physics is the natural progression of a student's physics experience after classical physics. Most of the science studied and used by present scientist and industries relies on physics discoveries after 1900. This course covers the major developments in the science during the 20th century. Students are introduced to relativity, particle-wave duality, atomic and molecular theory, elementary quantum mechanics and statistical mechanics. Laboratory work is an essential part of the course.

3A027X0 **AP Environmental Science**

Note: Students are required to take the AP exam and may earn college credit with a high score.

Note: This course satisfies the earth/environmental science graduation requirement.

Recommendations: B or above in Honors Biology and Honors Chemistry

Prerequisite: Biology, Chemistry, Math II

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is the equivalent of a one-semester introductory college course in environmental science. The goal is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; and to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. The course includes laboratory and field investigations and other activities that may require students to attend sessions outside of regular class time. Topics include the chemistry, physics, geology of the Earth's systems; the atmosphere and the history and dynamics of the biosphere; human population growth; natural resources; environmental quality; global changes; and decision-making for the Earth's future.

35402X00 **Astronomy (CHS and CHHS Only)**

Recommendations: Successful completion of Chemistry or Math II

This course introduces students to the basic concepts and developments of astronomy. Topics include the solar system and stellar and galactic astronomy. Students also explore planetary systems, Kepler's laws and space exploration. Night labs and other activities may require students to attend sessions outside of regular class time. Note: This course is a science elective and does not satisfy a graduation requirement in science.

30205X0SR **Honors Authentic Scientific Research**

Prerequisite: successful completion of Biology, Earth/Environmental Science, a Physical Science, and Math II or higher

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This elective course involves a year-long commitment to designing and carrying out an

experiment based on a scientific research problem. The research problem can encompass any field(s) of natural science. Students may elect to enter their projects in statewide and national competitions. Students are introduced to research and the use of the scientific method, statistics, types of investigations and basic laboratory techniques. Students communicate with authors of scientific journal articles and/or researchers in the community and propose a research hypothesis and an experimental design. Students conduct their own research as much as possible and gather and statistically analyze their data and report their findings to the scientific community. Students are assessed on and will self-assess their own oral presentations, portfolios and written reports.



30202X00

The Science of Art (CHHS Only)

This course leads students through the biology, physics and chemistry of the performing and visual arts. Students learn through the process of why and how artists perform and spectators are able to produce and interpret art and artistic productions. This course enables aspiring artists to have a concrete understanding of their disciplines based on scientific facts and principles.

Social Studies Courses

The new structure of K-12 Social Studies Essential Standards reflects a shift to a more conceptual framework. The new structure consists of essential standards and clarifying objectives. The essential standards are focused on understanding the broad concepts. Every social studies course emphasizes skill and development in reading, writing and oral communication.

Effective with the Freshman Class of 2014-2015, students must earn four units of social studies. The following courses are required for graduation: World History, American History: The Founding Principles, Civics, and Economics, American History I: The Founding Principles, and American History II: The Founding Principles.

New Social Studies Graduation Requirements and Course Sequencing 2014 - 2015

Year	Freshmen	Sophomore	Junior	Senior
2013- 2014	World History	Civics and Economics	US History AP US History	Social Studies Elective (Required)
2014 - 2015	World History	Civics and Economics	American I AP US History	Social Studies Elective (Required)
2015 - 2016	World History	American History: The Founding Principles, Civics, and Economics	American I AP US History	American II** Social Studies Elective (Required)

** All American II courses have a prerequisite of an American I course.

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[43032X0C0](#) [NC Essential Standards World History: Transformations in Culture \(CHS Only\)](#)

[43035X0C0](#) [NC Essential Standards Honors World History: Transformations in Culture \(CHS Only\)](#)

[4302X0F10](#) [NC Essential Standards World History Arts Focus \(CHHS Only\)](#)

43035X0F10	NC Essential Standards Honors World History Arts Focus (CHHS Only)
43032X0D00	NC Essential Standards Social World History (East Only)
43035X0D00	Honors NC Essential Standards Social World History (East Only)
4A097X0	AP World History Modern
42092X00E	NC Essential Standards American History: The Founding Principles, Civics, and Economics
42092X0IT	NC Essential Standards American History: The Founding Principles, Civics, and Economics with IT Focus (CHHS Only)
42095X00	Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics
42092X0F10	NC Essential Standards American History: The Founding Principles, Civics, and Economics Arts Focus (CHHS Only)
42095X0F10	Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics Arts Focus (CHHS Only)
42092X030	NC Essential Standards Civics & Economics Social Justice Perspective (East Only)
42095X030	Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics Social Justice Perspective (East Only)
43042X00	American History I: The Founding Principles
43042X0AF	American History I: The Founding Principles Arts Focus (CHHS Only)
43042X0SJ	American History I: The Founding Principles Social Justice Perspective (East Only)
43045X00	Honors American History I: The Founding Principles
43045X0AF	Honors American History I: The Founding Principles Arts Focus (CHHS Only)
43045X0SJ	Honors American History I: The Founding Principles Social Justice Perspective (East Only)
43052X00	American History II: The Founding Principles
43052X0AF	American History II: The Founding Principles Arts Focus (CHHS Only)
43052X0SJ	American History II: The Founding Principles Social Justice Perspective (East Only)
43055X00	Honors American History II: The Founding Principles

<u>43055X0AF</u>	<u>Honors American History II: The Founding Principles Arts Focus (CHHS Only)</u>
<u>43055X0SJ</u>	<u>Honors American History II: The Founding Principles Social Justice Perspective (East Only)</u>
<u>4A077X0</u>	<u>AP US History</u>
<u>4A077X0</u>	<u>AP US History Social Justice Perspective (East Only)</u>
<u>4A007X0</u>	<u>AP Comparative Government (CHS and CHHS Only)</u>
<u>4A067X0</u>	<u>AP US Government & Politics (CHHS and East Only)</u>
<u>46065X0</u>	<u>Honors Global Cultures and Minority Studies (CHS Only)</u>
<u>48005X0S</u>	<u>Honors Global Systems and Issues (CHS Only)</u>
<u>46015X00</u>	<u>Honors African-American Seminar (CHHS and East Only)</u>
<u>48015X0</u>	<u>Honors Civil War/American West (East Only)</u>
<u>4A017X0</u>	<u>AP European History (CHHS and East Only)</u>
<u>43035X03</u>	<u>Twentieth Century Topics: Honors Seminar (East Only)</u>
<u>43035X06</u>	<u>Great American Conflict Honors Seminar (CHHS Only)</u>
<u>48002X0</u>	<u>Modern Global Conflicts (CHHS Only)</u>
<u>48005X0</u>	<u>Honors Modern Global Conflicts (CHHS Only)</u>
<u>48005X0R</u>	<u>Honors Comparative Religions Seminar (CHHS and ECHHS Only)</u>
<u>44035X00</u>	<u>Honors Sociology and Psychology Seminar (CHHS Only)</u>
<u>4A027X0</u>	<u>Advanced Placement (AP) Human Geography (CHHS Only)</u>
<u>4A057X0</u>	<u>AP Psychology</u>

43032X000 NC Essential Standards World History

Note: Students must take the North Carolina Final Exam (NCFE).

This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution,

government, economics, war, stability, movement and technology.

43035X00 NC Essential Standards Honors World History

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors World History is distinguished by difference in the quality and depth of work expected. The materials are taught with greater complexity, novelty and acceleration. This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology.



43032X0C0 NC Essential Standards World History: Transformations in Culture (CHS Only)

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

A study of world history integrates and acknowledges the historical contributions of all people. This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology.



43035X0C0 NC Essential Standards Honors World History: Transformations in Culture (CHS Only)

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is distinguished by difference in the quality and depth of work expected. The materials are taught with greater complexity, novelty and acceleration. This course addresses

six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology.



4302X0F10
(CHHS Only)

NC Essential Standards World History Arts Focus

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology. Students have the opportunity to assess historical works of art and to develop their own artistic responses of historical lessons.



43035X0F10
Focus (CHHS Only)

NC Essential Standards Honors World History Arts

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors World History Arts Focused is distinguished by the quality and depth of work expected. The materials are taught with greater complexity, novelty, and acceleration. This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology. Students have the opportunity to assess historical works of art and to develop their own artistic responses of historical lessons.



**43032X0D00
Only)**

NC Essential Standards Social World History (East

Prerequisite: Co-enrollment in Common Core Social Justice English 9

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

This course is for freshmen interested in exploring themes of social justice in world history. Students look at the social history of the world, examining patterns over time according to issues such as age, gender, socio-economics and race. This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology.



**43035X0D00
(East Only)**

Honors NC Essential Standards Social World History

Prerequisite: Co-enrollment in Common Core Social Justice English 9

Note: This course satisfies the world history graduation requirement

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors Social World History is distinguished by difference in the quality and depth of work expected. The materials are taught with greater complexity, novelty and acceleration. Students look at the social history of the world, examining patterns over time according to issues such as age, gender, socio-economics and race. This course addresses six periods in the study of world history, with a key focus of study from the mid-15th Century to the present. Students study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement and technology.

4A097X0 **AP World History Modern**

Note: Students are required to take the AP exam

Prerequisite: NC Essential Standards World History

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is undergoing revisions by The College Board. The new course description will be available in May 2019. To review the changes to the course, please consult this [website](#).

42092X00E **NC Essential Standards American History: The Founding Principles, Civics, and Economics**

Prerequisite: NC Essential Standards World History

Note: Students must take the North Carolina Final Exam (NCFE).

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students complete in-depth studies of the North Carolina and US Constitutions, the Declaration of Independence and the Federalist Papers. Students gain a practical understanding of the systems that affect their lives as consumers and citizens. Acquired knowledge is applied to real life experiences. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42092X0IT **NC Essential Standards American History: The Founding Principles, Civics, and Economics with IT Focus (CHHS Only)**

Prerequisite: NC Essential Standards World History

Note: Students must take the North Carolina Final Exam (NCFE).

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students complete in-depth studies of the North Carolina and US Constitutions, the Declaration of Independence and the Federalist Papers. Students gain a practical understanding of the systems that affect their lives as consumers and citizens. Acquired knowledge is applied to real life experiences. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

42095X00 Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics

Prerequisite: NC Essential Standards World History

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History: The Founding Principles, Civics, and Economics is distinguished by differences in the quality and depth of work expected. Students cover the material in greater complexity, novelty and acceleration. Students express and defend their ideas, orally and in writing, while attaining the distance necessary to value multiple viewpoints. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42095X0IT Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics with IT Focus (CHHS Only)

Prerequisite: NC Essential Standards World History

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History: The Founding Principles, Civics, and Economics is distinguished by differences in the quality and depth of work expected. Students cover the material in greater complexity, novelty and acceleration. Students express and defend their ideas, orally and in writing, while attaining the distance necessary to value multiple viewpoints. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42092X0F10

NC Essential Standards American History: The

Founding Principles, Civics, and Economics Arts Focus (CHHS Only)

Prerequisite: Co-enrollment in Common Core English 10

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History: The Founding Principles, Civics, and Economics provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students examine political, governmental and legal topics by incorporating both the visual and performing arts. Students have the opportunity to assess historical works of art and to develop their own artistic responses to historical lessons. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42095X0F10

Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics Arts Focus (CHHS Only)

Prerequisite: Co-enrollment in Common Core English 10

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This honors course is designed to challenge students. The materials are taught with greater complexity, novelty and acceleration. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students examine political, governmental and legal topics by incorporating both the visual and performing arts. Students have the opportunity to assess historical works of art and to develop their own artistic responses to historical lessons. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42092X030

NC Essential Standards Civics & Economics Social Justice Perspective (East Only)

Prerequisite: NC Essential Standards World History or NC Essential Standards Honors World History and Co-enrollment in Common Core English 10 Social Justice Perspective

Note: Students must take the North Carolina Final Exam (NCFE).

This course fills the graduation requirement for NC Essential Standards American History: The Founding Principles, Civics, and Economics and is designed for sophomores who are also enrolled in Common Core English 10 with a Social Justice Perspective. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students complete in-depth studies of the North Carolina and US Constitutions, the Declaration

of Independence and the Federalist Papers. Students gain a practical understanding of the systems that affect their lives as consumers and citizens. Acquired knowledge is applied to real life experiences. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.



42095X030 Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics Social Justice Perspective (East Only)

Prerequisite: NC Essential Standards World History or Honors NC Essential Standards World History and Co-enrollment in Common Core English 10 Social Justice Perspective

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course fills the graduate requirement for NC Essential Standards Civics & Economics and is designed for sophomores who are also enrolled in Common Core English 10 with a Social Justice Perspective. NC Essential Standards Honors American History: The Founding Principles, Civics, and Economics Social Justice Perspective is distinguished by difference in the quality and depth of work expected. Students cover the material in greater complexity, novelty, and acceleration. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. Students complete in-depth studies of the North Carolina and US Constitutions, the Declaration of Independence and the Federalist Papers. Students gain a practical understanding of the systems that affect their lives as consumers and citizens. Acquired knowledge is applied to real life experiences. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

43042X00 American History I: The Founding Principles

Prerequisite: NC Essential Standards American History: The Founding Principles, Civics, and Economics/NC Essential Standards Honors American History: The Founding Principles, Civics, and Economics

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial

settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.



43042X0AF

American History I: The Founding Principles Arts

Focus (CHHS Only)

Prerequisite: NC Common Core Essential Standards Civics and Economics

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History I: The Founding Principles Arts Focused will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. In addition to the description and expectations of NC Essential Standards American History I: The Founding Principles, the arts are used, in multiple dimensions, as a doorway to history and the individuals who played a part in it. The arts are also used as a way for students to process and make sense of what they have learned. Students do not have to be "artists" to excel in this course but should be prepared for an interactive environment that incorporates visual arts, movement, theater, music, and filmmaking as a means to explore the themes of American history. and a project-based approach to the curriculum.



43042X0SJ

American History I: The Founding Principles Social

Justice Perspective (East Only)

Prerequisite: Co-enrolled in Common Core English III Honors with Social Justice Perspective

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History I: The Founding Principles Social Justice Perspective will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial

America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

43045X00 Honors American History I: The Founding Principles

Prerequisite: NC Essential Standards American History: The Founding Principles, Civics, and Economics/NC Essential Standards Honors American History: The Founding Principles, Civics, and Economics

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History I: The Founding Principles is distinguished by difference in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. The course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. An emphasis is placed on the expanding role of the federal government and federal courts as well as continuing tension between individuals.



**43045X0AF Honors American History I: The Founding Principles
Arts Focus (CHHS Only)**

Prerequisite: NC Essential Standards Civics and Economics

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History Arts Focused follows the NC Standard Course of Study and adheres to the same course description and expectations outlined under NC Essential Standards American History I: The Founding Principles. The course is distinguished by a difference in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. In addition, the arts are used, in multiple dimensions, as a doorway to history and the individuals who played a part in it. The arts are also used as a way for students to process and make sense of what they have learned.

Students do not have to be “artists” to excel in this course but should be prepared for an interactive environment and a project -based approach to the curriculum.



43045X0SJ

Honors American History I: The Founding Principles Social Justice Perspective (East Only)

Prerequisite: Co-enrolled in Common Core English III Honors with Social Justice Perspective

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History I: The Founding Principles Social Justice Perspective will begin with the European exploration of the new world through Reconstruction. The course is distinguished in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

43052X00

American History II: The Founding Principles

Prerequisite(s): NC Essential Standards American History I/Honors American History I: The Founding Principles

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History II: The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the USA in an interconnected world.



43052X0AF

American History II: The Founding Principles Arts

Focus (CHHS Only)

Prerequisite(s): NC Essential Standards American History I: The Founding Principles

Note: Students must take the North Carolina Final Exam (NCFE).

NC Essential Standards American History II: Founding Principles Arts Focused will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.



43052X0SJ

American History II: The Founding Principles Social

Justice Perspective (East Only)

Prerequisite(s): NC Essential Standards American History I: The Founding Principles.

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

The NC Essential Standards American History II: The Founding Principles Social Justice Perspective will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

43055X00 Honors American History II: The Founding Principles

Prerequisite(s): NC Essential Standards American History I/Honors American History I: The Founding Principles

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History II: The Founding Principles is distinguished by difference in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. Students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

**43055X0AF Honors American History II: The Founding Principles
Arts Focus (CHHS Only)**

Prerequisite(s): NC Essential Standards American History I: The Founding Principles

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History II Founding Principles Arts Focused will guide students from the late nineteenth century time period through the early 21st century. The course is distinguished in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.



43055X0SJ

Honors American History II: The Founding Principles

Social Justice Perspective (East Only)

Recommended prerequisite(s): NC Essential Standards American History I: The Founding Principles

Note: Students must take the North Carolina Final Exam (NCFE).

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

NC Essential Standards Honors American History II: Founding Principles Social Justice Perspective will guide students from the late nineteenth century time period through the early 21st century. The course is distinguished by difference in the quality and depth of the work expected. The materials are taught with greater complexity, novelty, and acceleration. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the US in an interconnected world.

4A077X0 **AP US History**

Note: This course will fulfill the US History graduation requirement. Students are required to take the AP exam.

Prerequisite: NC Essential Standards/Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics and NC Essential Standards World History

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is designed for students who want an in-depth study of the major questions of US history. Students read scholarly articles and a college-level text and are required to write a number of analytical essays. With the AP designation, students must expect a collegiate experience academically.



4A077X0 **AP US History Social Justice Perspective (East Only)**

Note: This course will fulfill the US History graduation requirement. Students

are required to take the AP exam.

Prerequisite: NC Essential Standards/Honors NC Essential Standards American History: The Founding Principles, Civics, and Economics and NC Essential Standards World History

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is designed for students who want an in-depth study of the major questions of US history. Students read scholarly articles and a college-level text and are required to write a number of analytical essays. With the AP designation, students must expect a collegiate experience academically.

4A007X0 **AP Comparative Government (CHS and CHHS Only)**

Note: Students are required to take the AP exam.

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course involves the study of political science theory and methodology as well as the analysis of specific countries. The five models that are studied during the course of the year are the United Kingdom, France, Russia, China and Mexico.

4A067X0 **AP US Government & Politics (CHHS and East Only)**

Note: Students are required to take the AP exam.

Prerequisite: NC Essential Standards/Honors NC Essential Standards Civics & Economics

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course is an in-depth study of America's political system from the nation's beginning to the present. The goal is to draw students into the subject; give them a contextual understanding of major concepts and issues; and encourage them to think about the implications for themselves and society. The historical evolution of political practices is stressed, focusing on the importance of the Constitution and American political culture in shaping governmental activities.



46065X0 **Honors Global Cultures and Minority Studies (CHS Only)**

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5).

Weighted credit is determined by the State Board of Education.

In this honors course, students examine political, economic, cultural and social processes that interact to shape patterns of human population, interdependence, cooperation and conflict. The

materials are taught with greater complexity, novelty and acceleration. Attention is paid to the impact of both historical and current global events that affect racial and ethnic relations, gender inequality, world religions, poverty and marriage and family. Personal beliefs are examined as they relate to one's gender, class, religion, age, education, race and family. The class develops modules to identify and study specific groups and attempt virtual communication and research collaboration, as well as benefit from visiting professors, lecturers and other guests with firsthand insights.



48005X0S [REDACTED] Honors Global Systems and Issues (CHS Only)

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is organized thematically by semester. During the first semester, students examine international economics, globalization, outsourcing, immigration, trade and the role of institutions such as the WTO, IMF, UN and EU. Students compare and contrast a wide range of international economic systems to help them understand the complex global economy in which they live and will soon work. During the second semester, the students are engaged in the discourse of global issues, integrating knowledge with public speaking skills. Students are required to research various contemporary conflicts and situations and present on them in a variety of formats. Debate and courageous conversation are highly encouraged! Students use different sources, including literature, poetry, video, research and international peer contact to research a variety of global issues.

46015X00 Honors African-American Seminar (CHHS and East Only)

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

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. However, African-Americans have also been a viable force unto themselves with their own experiences, culture and aspirations. African-American history cannot be understood except in the broader context of the United States' history. In this honors course, the materials are taught with greater complexity, novelty and acceleration.

48015X0 [REDACTED] Honors Civil War/American West (East Only)

Prerequisites: completion or co-enrollment in US History

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This is an honors course for students interested in two of the most crucial and romanticized periods of American history: the Civil War and the exploration and settlement of the American West in the 1800s. The course provides an in-depth look at the major causes of each; the events that took place; the people and groups that participated; the influence of personalities; and the lasting impact and legacy that the Civil War and American West have on the history of the US. In this honors course, the materials are taught with greater complexity, novelty and acceleration.

4A017X0 **AP European History (CHHS and East Only)**

Note: Students are required to take the AP exam.

Prerequisite: NC Essential Standards World History/Honors NC Essential Standards World History

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This course presents a close examination of the major aspects of European History during the last five centuries. The primary emphasis of the course centers on two main themes: changes and continuity. With the AP designation, students must expect a collegiate experience academically.

43035X03 **Twentieth Century Topics: Honors Seminar (East Only)**

Note: Successful completion of US History or AP US History

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

The goal of this course is for students to understand the role of the United States in the world by examining, from a global perspective, major events, personalities and social changes from the end of World War I to the end of the Cold War. Connections to current events and contemporary foreign and domestic policies are made throughout the course and a variety of primary and secondary source readings, films, guest speakers and field trips contribute to an in-depth study of the issues. Students should expect a seminar style class with an emphasis on critical thought, class discussions, research and oral and written presentations.

43035X06 **Great American Conflict Honors Seminar (CHHS Only)**

Prerequisite: co-enrollment in an American History or AP US History course

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Wars have often played crucial roles in defining America. This course discusses two of the most important wars in American history: the Civil War and WWII. Students learn the causes of both wars; the crucial battles; the roles of women and minorities; the inventions and

technologies; the leaders and soldiers; the role of media and propaganda; and the results, many of which can be seen today. In this honors course, the materials are taught with greater complexity, novelty and acceleration. Students choose and research specific topics to present to the class.

48002X0 [REDACTED] Modern Global Conflicts (CHHS Only)

Prerequisite: World History

Modern Global Conflicts is a seminar-style elective designed to explore the dimensions of contemporary global issues and the nature of conflict by examining patterns, causes, responses and impacts of selected conflicts and issues in the contemporary world. Students will use news and popular media, art, music, literature, film, interviews, guest speakers and a variety of projects and investigations in order to develop a deep understanding of these topics. Students will also have the opportunity to engage in online collaboration with students living in conflict zones. The course includes general topics of study, such as genocide, civil war, terrorism, human rights, refugees, international responsibility, humanitarian efforts and the causes of conflict including environmental, religious and political. Students will engage in topical case studies of conflicts related to places such as Vietnam, Burma, Israel, Syria, Uganda, Somalia, Afghanistan, Iraq, Honduras and Mexico, to name a few. The course will also explore connections to the relationship between global issues and conflicts and American politics and society.

48005X0 [REDACTED] Honors Modern Global Conflicts (CHHS Only)

Prerequisite: World History

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Modern Global Conflicts is a seminar-style honors elective designed to explore the dimensions of contemporary global issues and the nature of conflict by examining patterns, causes, responses and impacts of selected conflicts and issues in the contemporary world. Students will use news and popular media, art, music, literature, film, interviews, guest speakers and a variety of projects and investigations in order to develop a deep understanding of these topics. Students will also have the opportunity to engage in online collaboration with students living in conflict zones. The course includes general topics of study, such as genocide, civil war, terrorism, human rights, refugees, international responsibility, humanitarian efforts and the causes of conflict including environmental, religious and political. Students will engage in topical case studies of conflicts related to places such as Vietnam, Burma, Israel, Syria, Uganda, Somalia, Afghanistan, Iraq, Honduras and Mexico, to name a few.. The course will also explore connections to the relationship between global issues and conflicts and American politics and society.

48005X0R [REDACTED] Honors Comparative Religions Seminar (CHHS and ECHHS Only)

Prerequisite: NC Essential Standards World History/Honors NC Essential Standards World

History

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Honors Comparative Religions explores the major foundations of multiple world religions, including Hinduism, Buddhism, Judaism, Christianity and Islam, and their impact on the world today. In this honors course, the materials are taught with greater complexity, novelty and acceleration. This course challenges students to take a critical look at the world in which they live with an eye toward examining how different belief systems impact the way that people understand, live in and respond to the world around them. Students approach this subject from a variety of perspectives: historical, sociological, ethnographic and theological. Students also apply their knowledge of religion in topical studies, including religion and popular culture, religion and violence, religion and the media, to name a few.

44035X00 Honors Sociology and Psychology Seminar (CHHS Only)

Weighted Credit For Honors courses: Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Materials are taught with greater complexity, novelty and acceleration. Students develop a sociological imagination in which they observe the connections between their personal lives and society, as well as public policy issues. Using observation, the scientific method and cross-cultural examination, students discover how patterns of behavior develop, culture is learned and social predictions are made. In addition, students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation and personality. There is an emphasis on the empirical examination of behavior and mental processes, as well as an understanding of cultural diversity. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. Research and discussion topics range along a spectrum from classical personality disorders to contemporary issues such as drug abuse and abortion.

4A027X0 Advanced Placement (AP) Human Geography (CHHS Only)

Note: Students are required to take the AP exam.

Weighted Credit for AP courses: Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

The AP Human Geography course is equivalent to an introductory college-level course in

human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

4A057X0 AP Psychology

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

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99239X05	Peer Action Leadership Success (PALS) (CHHS Only)



96102Y0M

Mythology (CHS Only)

The mythology course allows students to examine the values and cosmic understanding of cultures including their own. Students may explore origins of the world, gods and mankind, moral tales which define a culture, community roles and acceptable behaviors, fate, death, the underworld, afterlife, natural disasters, heroes, as well as the end of the world and its renewal.

96102X0A	AVID I
96102X0B	AVID II
96102X0C	AVID III
96102X0D	AVID IV

Note: Enrollment based on recommendations, interview, grade averages, proficiency and motivation. Please see AVID teacher or school counselor for more information.

Prerequisite: students must have permission to enroll

AVID (Advancement Via Individual Determination), a college readiness system available for secondary and higher education, is designed to be a schoolwide transformational effort focused on instruction, systems, leadership, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID - trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face and prepares all students for success in a global society.

AVID in secondary (middle and high) schools impacts the entire school system by transforming the instruction, systems, leadership, and culture of a school. The core of AVID at the high

school and middle school level is the AVID Elective class, where students are enrolled in a school's most rigorous classes, such as Advanced Placement (AP) and receive support in the AVID Elective class - taught within the school day by a trained AVID teacher. The goal of AVID at the secondary level is to ensure college readiness for ALL AVID Elective students and improved academic performance for all students based on increased opportunities. AVID Elective teachers provide academic training, manage tutorials, work with faculty and parents, and help students develop long - range academic and personal plans.

Improving students' critical thinking, reading, and writing abilities allows them to participate and succeed in courses of high rigor and better prepares them for postsecondary access and success. Building cultures of college and career readiness and confidence in the ability of all students to achieve their dreams creates a momentum to achieve academically. AVID closes the expectation and opportunity gaps that students face, and in doing so, transforms lives, transforms school campuses across the district, and transforms communities.

96102X0E Study for Success

Students develop independence in planning to meet deadlines, using effective note taking and study skills and using resources to complete assignments.

96022X00 SAT Review

Prerequisite: students should have completed or be enrolled in Algebra II

Course length: Semester

This course highlights the skills necessary to be successful on the new SAT I. To prepare for the new writing section, students practice writing 25 minute essays that demonstrate clearly expressed and well organized ideas, as well as the use of standard written English. Preparation for the math section of the test includes a review of concepts typically taught in Algebra II, with an emphasis on matrices, absolute value, rational equations and equalities, radical equations and geometric isolation. In addition, students review numbers and operations, Algebra I, Geometry, statistics, probability and data analysis. To prepare for the critical reading section, students practice sentence completions and read passages from different fields, such as natural sciences, humanities and social science. Skills emphasized include analysis of the relationship among parts of a text; cause and effect; rhetorical devices; and comparative arguments. Test taking strategies, as well as simulations of the test-taking environment, are included.

99239X0W Wildcats Assistance (East Only)

Would you like to help a younger students learn a new skill and feel more successful in school? Students in this program work in a classroom at Estes Hills or Ephesus Elementary Schools. East students become very important in the young students' lives. This internship requires sense of self-discipline and responsibility. The final grade consists of weekly journal writing, semester papers and evaluation by the site teachers. East students must provide or arrange their own transportation.

99239X05 Peer Action Leadership Success (PALS) (CHHS Only)

Prerequisite: students must complete application and are selected by committee

PALS students are Peer Helpers at high school. Students are trained as Peer Mediators, Peer Tutors and Peer Educators. PALS students perform Peer Mediations, tutor students and assist with orientation/support of new students at high school. Training topics include team building; self awareness; learning styles; listening skills; presentation skills; tutoring; conflict resolution; cultural awareness; and others. Students should possess a desire to help others and to improve their skills working with others.

World Languages Courses

Knowing a second language has become increasingly useful in the global world in which we live. It allows us to socialize with others from other cultures, and also gives us a unique advantage in the job market. Proficiency in a second language and knowledge of other cultures are valuable assets for prospective employees.

In addition to being an enhancement for future careers, the study of a second language also helps to improve cognitive skills in other academic disciplines, thereby improving the student's overall success. Many colleges and universities recognize the value of being able to communicate effectively in a second language, and are requiring applicants to have studied a world language in high school.

We are pleased to offer six world languages in CHCCS. Students may enroll in Chinese, French, German, Japanese, Latin and Spanish.

Note about Placement: Please read the following information which outlines the differences between district placement, North Carolina Virtual Public (NCVPS) placement, and Credit by Demonstrated Mastery (CDM): [CHCCS World Language Placement & Credit by Demonstrated Mastery \(CDM\) Information](#). Students interested in placement opportunities should contact their teacher and guidance counselor to discuss placement.

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Chinese Courses

- Please note that these courses are only offered online through The North Carolina Virtual Public School (NCVPS).

11212X000 Chinese I

No prerequisite

Chinese I is designed for entry-level students. Students in this course will become proficient exchanging information in Chinese on daily life topics, such as greetings, family, occupations, school life, sports, and hobbies. The course also incorporates basic Chinese reading and writing skills. Students will understand street signs, daily agendas, short messages, and product labels in the target language. Culture is also fully integrated into the course. Students will learn about

Chinese festivals, social customs, and also about the fascinating landscape and rich history of China. Proficiency Level upon completion of Chinese I: Novice Low to Mid.

11222X000 Chinese II

Prerequisite: Chinese I or equivalent proficiency

This course is designed to expand students' communication in everyday situations. Students are immersed in Chinese language and culture through Listening, Speaking, Reading and Writing. While many of the linguistic tasks students will learn to handle are similar to those of first year Chinese, the level of language required to carry out these tasks is more advanced. Students will be able to comprehend and produce paragraph-level Chinese. Students will have rigorous practice of spoken and written Chinese in complex communicative activities. Proficiency Level upon completion of Chinese II: Novice Mid to High.

11235X00 Honors Chinese III

Prerequisite: Chinese II or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Chinese III emphasizes oral and written expression to build language proficiency. Chinese III includes a review of essential grammar and vocabulary. Students develop written communication skills and produce increasingly complex written passages. Aural comprehension is emphasized. Students engage in in-depth study of Chinese history and culture. Upon completing the course, students should be able to communicate at a proficiency level of Novice Mid to High.

11245X00 Honors Chinese IV

Prerequisite: Chinese III or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Chinese IV continues to develop skills in listening, speaking, reading and writing. Building students' confidence in basic conversational skills and more in-depth reading are emphasized. Students are able to speak fluently on basic conversational topics. Students read texts composed of both simplified and traditional characters and write short compositions using these characters. Classes are made up of a variety of learning activities to develop these skills. Classes are conducted in Mandarin. By the end of this course, students should have attained a proficiency level of Novice High to Intermediate Low.

1A027X00 AP Chinese Language and Culture

Prerequisite: Chinese IV or equivalent proficiency

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This college-level course is designed to further students' development of Chinese language proficiency in all four language skills. Authentic learning experiences, anchored in the culture of the Chinese-speaking world, allow students an opportunity to broaden their worldview. The course includes Chinese culture in an international context, significant themes in Chinese history, as well as contemporary Chinese society. Upon completion of the course, students should be able to communicate at a proficiency level of Intermediate to Advanced.

French Courses

11012X00 French I

This course will get students excited about learning and speaking French while exposing them to French culture and the differences and similarities to their own culture. Students in French I will develop basic skills in listening, speaking, reading and writing. Students will acquire essential vocabulary and structure to communicate about themselves, their family and friends, as well as their favorite activities, foods, holidays, and other topics of interest. They will learn to communicate in real-life situations. Proficiency Level upon completion of French I: Novice Mid

11022X00 French II

Prerequisite: French I or French IA and IB or equivalent proficiency

French II continues to concentrate on the development of the four language skills, with increasing emphasis on the development of reading skills. A more in-depth study of the culture is taught within the context of the four skills. Grammatical elements are taught with an emphasis on communication. Using the language in daily classroom interactions is expected. Upon completion of the course, students should be able to communicate, at the very minimum, at Novice High proficiency level.

11035X00 Honors French III

Prerequisite: French II or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course provides an extensive study of French grammar. All the essential structures of the French language are reviewed or introduced at this level, as well as a large amount of vocabulary. Students are expected to write accurately using the grammatical concepts and vocabulary studied. Speaking skills are developed through informal conversations, skits and other activities. A number of reading selections aid in developing more advanced reading skills.

By the end of the course, students should have attained Intermediate Low proficiency level.

11045X00 Honors French IV

Prerequisite: French III Honors or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course provides grammar review, as well as introduction of new grammatical topics. There are ample opportunities to develop and practice conversational and writing skills. Numerous literary selections, primarily from the 19th and 20th centuries, serve as the basis for vocabulary development and class discussion. Classes are conducted in French. This course prepares students for the French SAT II test and is a foundation for the AP French courses. Upon completion of the course, students should be able to communicate at Intermediate Mid proficiency level.

11055X0 Honors French Conversation and Composition

Prerequisite: French III, French IV or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This year-long course is appropriate for students who wish to continue building skills in speaking and writing. The course is divided into thematic units and provides vocabulary enrichment as well as opportunities to speak and write extensively in French. Knowledge of grammatical structures presented in French III is expected. By the end of the course, students should have attained Intermediate Mid to High proficiency level.

1A037X0 AP French Language and Culture

Note: Students are required to take the AP exam.

Prerequisite: French III, French IV or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This college-level course is designed for highly motivated students to improve competency and gain proficiency in French. There is intensive study of vocabulary; review of advanced grammar; listening to native speakers; and extensive practice writing compositions and speaking. Frequent reading of texts of various sorts (literature and magazine articles) is designed to lead the student to a high level of proficiency. Upon completion of the course, students should be able to communicate at a proficiency level of Intermediate to Pre-Advanced.

11065X0 Advanced French Literature

Note: This course replaces AP French Literature, which was discontinued by the College Board.

Prerequisite: French III, French IV, or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is equivalent to fifth-semester college-level French Literature. It is based on an in-depth study of a number of important works of French literature, including short stories, novels, plays and poetry, to be selected by the teacher. Students engage in class discussions, essay writing and literary analysis. All activities are conducted exclusively in French.

German Courses

- Please note that these courses are only offered online through The North Carolina Virtual Public School (NCVPS).

11612X00 German I

This course provides students with a broad introduction to the German language and culture. Emphasis in this course is placed on the acquisition of the four basic skills: listening, speaking, reading and writing. Students acquire a base vocabulary and learn the simple grammatical structures needed to communicate in real-life situations. Upon completion of the course, students should be able to communicate at Novice Mid proficiency level.

11622X00 German II

Prerequisite: German I or equivalent proficiency

Students continue to build on basic language skills. Language proficiency is enhanced through active use of the language via role-playing, writing assignments, working with partners, listening exercises, and audiovisual materials. By the end of the course, students should have attained Novice High proficiency level.

11635X00 Honors German III

Prerequisite: German II or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Students continue the development of skills of oral, aural and written German. All four of the language acquisition skills—reading, writing, speaking and listening—are equally emphasized. Reading selections from a variety of sources allow students to increase vocabulary and become more familiar with the culture and authors of German-speaking countries. By the end of the course, students should have attained Intermediate Low proficiency level.

11645X00 Honors German IV

Prerequisite: German III or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

In this course, students must be prepared to read, discuss and write about moderately complex German literature. Readings are organized thematically and include a variety of texts, such as authentic cultural texts, short stories, poems, interviews, etc. Culture and current events are also incorporated. The course activities focus on helping students to increase their vocabulary and to improve their ability to express themselves accurately and idiomatically in German. Students refine their knowledge of grammatical structures. Upon completion of the course, students should be able to communicate at Intermediate Mid proficiency level.

1A047X0 AP German Language and Culture

Note: Students are required to take the AP exam.

Prerequisite: German III or IV, or equivalent proficiency

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This college-level course is designed to give students a rigorous review of all four aspects of language

11835X00 Honors Japanese III acquisition including reading, speaking, writing and listening comprehension, with heavy emphasis on reading and writing. There is an extensive study of vocabulary with a particular focus on idiomatic expressions, a review of advanced grammar, reading of a variety of texts, and regular writing assignments. Speaking skills are emphasized to enable students to discuss literary texts, defend a position, react to various situations, etc. This course prepares the student to take the AP German language exam in the spring. Upon completion of the course, students should be able to communicate at a proficiency level of Intermediate to Pre-Advanced.

Japanese Courses

11812X00 Japanese I

Japanese I is designed to introduce students to Japanese culture, to expose students to the spoken and written language, and to help them acquire basic language skills. This course allows students to acquire a base vocabulary and learn simple grammatical structures needed to communicate in real-life situations. They learn to write Hiragana and Katakana, and recognize some introductory kanji. They can compose simple descriptive essays. Upon completion of the course, students should be able to carry on authentic written and oral communication at the Novice Low proficiency level.

11822X00 Japanese II

Prerequisite: Japanese I or equivalent proficiency

In this course, students continue studying Japanese language, culture and history. They continue to learn to write. They can compose simple opinion essays, expressing what they like, dislike, and using adjectives. As they learn more about verb conjugation, verb tenses, and grammatical practices, they begin forming more complex sentences and paragraphs. By the end of the course, students should have attained Novice Mid proficiency level.

11835X00 Honors Japanese IV

Prerequisite: Japanese II or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Students continue to develop listening, speaking, reading and writing skills, to facilitate social interaction in familiar situations. They learn to initiate and sustain face-to-face communication and to compose comparative opinion essays. They learn to be able to compose some text containing kanji. They refine their understanding of the beliefs and values that influence Japanese culture and have opportunities to share what they are learning with the larger community. Upon completing the course, students should be able to communicate at a proficiency level of Novice Mid to High.

11845X00 Honors Japanese IV

Prerequisite: Japanese III Honors or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Students advance their listening, speaking, reading and writing skills to facilitate social interaction in informal and formal situations. They learn to express themselves accurately with substantial vocabulary and idioms and be able to compose full text containing kanji. Students conduct in-depth research on cultural topics and have opportunities to share them with the larger community. By the end of this course, students should have attained a proficiency level of Novice High to Intermediate Low.

1A067X00 AP Japanese Language and Culture

Note: Students are required to take the AP exam.

Prerequisite: Japanese III or IV, or equivalent proficiency

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This is a college level course designed to lead the student to a high level of proficiency. There is intensive study of vocabulary, Kanji, grammar, listening, speaking and the writing of compositions. By the end of the course, students should have attained at least a proficiency

level of Intermediate Low to Mid.

Latin Courses

12412X00 Latin I

Would you wear a toga if you lived in ancient Rome? Where would you live? What would you eat? What would you do for a living? Take Latin 1 and you will discover the answers to these questions and many others! You will learn how this ancient language and culture continues to affect our own world. Your English will improve, too! In addition to learning basic Latin grammar and vocabulary, you will increase your English vocabulary through the plethora of connections between English and Latin. Carpe diem! Proficiency Level at the end of the course: Novice Low to Mid in most skills, and Novice High to Intermediate Low in Reading

12422X00 Latin II

Prerequisite: Latin I

What can we learn about our own political heritage from Rome's history? Myth and history will merge to provide us with a glimpse of ancient Roman customs and beliefs. We will continue to develop reading skills as we review then meet new grammar and vocabulary. We can gain a better understanding of the ancient Romans, and of our own culture and language, through the words they used, the structure of their language, and the connections with our own culture. Proficiency Level at the end of the course: Novice Mid to High in most skills and Intermediate Low in Reading

12435X00 Honors Latin III

Prerequisite: Latin II

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Honors Latin III provides an extensive review of Latin grammar and syntax along with completion of study of basic Latin grammar. Emphasis is on translating Latin prose and poetry and analyzing new grammatical structures and complex Latin syntax. Vocabulary enrichment continues to be essential. Roman history and culture pertinent to the authors read in the course are closely examined. Authors may include Caesar, Pliny, Catullus, and Nepos. By the end of this course, students should have attained Intermediate Low to Mid proficiency level.

12445X00 Honors Latin IV

Prerequisite: Latin III

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is

determined by the State Board of Education.

Honors Latin IV focuses on translating Latin poetry and prose. Although grammar review is ongoing, much more emphasis is placed on ability to read and analyze the stylistic qualities of Latin authors. Understanding of these authors in their historical context is also an important component of the course. Authors read may include Nepos, Virgil, Caesar, Ovid, Cicero, Pliny, Sallust and others according to student preference. By the end of this course, students should have attained Intermediate Mid to High proficiency level.

12455X03 Honors Latin V

Prerequisite: Honors Latin IV

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course emphasizes in-depth thematic and stylistic analysis of literary texts. Selections from Catullus are paired with selections from Cicero, Horace, Ovid and other high-interest materials. Other excerpts from Plautus, Livy, Lucretius and Tacitus may be included. Students are expected to translate accurately from Latin into English and have a thorough grasp of grammatical structures and vocabulary. By the end of this course, students should have attained Advanced Mid proficiency in reading and Intermediate Mid in other skills.

1A077X0 AP Latin

Note: Students are required to take the AP exam.

Prerequisite: Completion of Latin IV

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

AP Latin Vergil is a college-level course that includes an in-depth study of Virgil's work, Aeneid, as well as Caesar's Gallic War. Students acquire knowledge of the historical, geographical, cultural, social, political and mythological context. While grammar and comprehension of the language form the backbone of the course, class discussions and writing assignments consist of in-depth analysis of stylistic elements and themes in the literature. Students are expected to read, translate, understand, analyze and interpret lines from both works. By the end of this course, students should have attained Advanced Mid proficiency in reading and Intermediate Mid writing.

Spanish Courses

11412X00 Spanish I

Spanish I is designed to give students a balanced exposure to all four language skills and culture, centered around the accurate reproduction of Spanish sounds and the ability to comprehend spoken Spanish. The following are course objectives: accurate pronunciation; a working knowledge of the structure and function of the Spanish verb system, with primary emphasis on the present tense; acquisition of basic vocabulary; cultural understanding; and ability to comprehend spoken Spanish that uses familiar vocabulary and structures. Upon completion of the course, students should be able to communicate, at the very minimum, at Novice Mid proficiency level.

11422X00 Spanish II

Prerequisite: Spanish I or Spanish 1A and 1B (Middle School) or equivalent proficiency

Spanish II is designed to expand the skills acquired in Spanish I, and also to address a substantial amount of grammatical structures. By the end of the year, students should be able to read and write well in Spanish, as well as understand spoken Spanish and converse on a more sophisticated level than in Spanish I. Culture and history of Hispanic countries are also studied. Upon completion of the course, students should be able to communicate, at the very minimum, at Novice High proficiency level.

11435X00 Honors Spanish III

Prerequisite: Spanish II or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course focuses on student acquisition of extensive new vocabulary. Students participate in class activities designed to build skills in reading, writing, speaking and listening on a more sophisticated level than in previous courses. Reading and writing skills are emphasized during the second semester. By the end of the course, students should have attained Intermediate Low proficiency level.

11445X00 Honors Spanish IV

Prerequisite: Spanish III or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

Spanish IV focuses on building language proficiency and emphasizes reading and writing skills. A firm grasp of grammatical concepts and an ample vocabulary are assumed. The course includes a review of grammar on a more advanced level by honing composition skills and by constant exposure to spoken Spanish, which is used daily in class. Reading is an important component of this course as history, literature, art, geography and other cultural topics related to

the Spanish-speaking world are studied in depth. Upon completion of the course, students should be able to communicate at Intermediate Mid proficiency level.

11455X0 Honors Spanish Conversation and Composition

Prerequisite: Spanish III or equivalent proficiency

Weighted Credit For Honors courses: Students will receive +1 / Effective with the Freshman class of 2015-16, the weighting of Honors courses shall be one-half (.5). Weighted credit is determined by the State Board of Education.

This course is appropriate for students who wish to continue building skills in speaking and writing. The course is divided into thematic units and provides vocabulary enrichment, as well as opportunities to speak and write extensively in Spanish. Knowledge of grammatical structures presented in Spanish II and III is expected. Upon completion of the course, students should be able to communicate at Intermediate Mid proficiency level.

1A087X0 AP Spanish Language and Culture

Note: Students are required to take the AP exam.

Prerequisite: Honors Spanish IV

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish. The course provides extensive preparation for the AP Spanish language exam given in May. Students write biweekly compositions in Spanish and develop their speaking skills at an advanced level by making recordings. Students are expected to become competent in reading and in understanding spoken Spanish using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. By the end of the course, students should have attained Advanced proficiency level.

1A097X0 AP Spanish Literature and Culture

Note: Students are required to take the AP exam.

Prerequisite: Honors Spanish IV

Weighted Credit for AP courses: Students will +2 / Effective with the Freshman class of 2015-16, the weighting of AP courses shall be +1. Weighted credit is determined by the State Board of Education.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature from medieval times to contemporary times. Students develop proficiency across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film,

articles, literary criticism). Students are assessed on works from the required reading list in both the interpretive and presentational modes of communication and students' ability to analyze literature in context.

Exceptional Children

In accordance with North Carolina Policies Governing Services for Children with Disabilities (amended July 2014) and the Individuals with Disabilities Education Act (IDEA), CHCCS provides special education and related services for students with disabilities, ages 3 through 21. Students identified with a disability and found eligible for special education are offered services, as appropriate, to meet their unique needs as specified in their Individual Education Program (IEP). Questions concerning courses and services for students with an IEP should be directed to the School Counselor and Exceptional Children Teacher/ Case Manager. Additional information can be accessed on the NCDPI or CHCCS Exceptional Children website.

Exceptional Children Course Options: Elective Courses, Occupational Course of Study (OCS) Courses, and Extended Content Courses.

NCDPI Course/Graduation Requirements

High School Graduation Requirements
<p>Every high school student must meet state course and credit requirements in addition to any local requirements in order to graduate from high school. To view the state course and credit requirements, look below for the section that matches when a student entered ninth grade for the first time.</p> <p>Refer to State Board of Education policy http://sbepolicy.dpi.state.nc.us for a list of AP/IB, Dual enrollment and other courses that may satisfy certain requirements per State Board of Education Policy.</p> <p>School counselors are available to answer any questions you may have about what is needed to reach the goal of high school graduation.</p>

<p>For Ninth Graders Entering in 2012-13 and Later</p> <p>Two Courses of Study Leading to One Diploma: Future Ready Core or Future Core Ready Occupational Course of Study</p> <p>and</p> <p>Course of Study Leading to One Certificate: Adapted Curriculum</p>

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study	EXTENDED CONTENT STANDARDS (Adapted Curriculum)
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		Requirements	
English	4 Credits • English I, II, III, IV	4 Credits • English I, II, III, IV	English/ Language Arts I, II, III, IV
Mathematics	4 Credits • NC Math I, NC Math II, NC Math III, Fourth Math course aligned with Post Secondary plans	3 Credits • Intro to Math, Math I, Financial Management	NC Math I A, NC Math I B, Financial Management I, Financial Management II
Science	3 Credits • Earth/Environmental Science, Biology, Physical Science (Physical Science, Chemistry, or Physics)	2 Credits • Applied Science, Biology	Applied Science, Life Science, Biology A, Biology B
Social Studies	4 Credits • World History, American History: The Founding Principles, Civics, and Economics, American History I: Founding Principles, American History II	2 Credits • Ninth graders entering in 2017-18 American History: Founding Principles, Civics and Economics, American History I or American History II or Ninth graders entering in 2014-15 American History I and American History II	Civics and Governance I, Civics and Governance II, American History I, American History II
Health and Physical Education	1 Credit • Health/Physical Education I	1 Credit • Health/Physical Education I, Successful completion of CPR for students graduating 2015 and beyond	Health/Physical Education I
Career/ Technical		4 Credits • CTE (student choice) CTE (student choice) CTE (student choice) CTE (student choice)	Career/ Technical
Electives/ Other Requirements	6 Credits • 2 elective credits of any combination from either: Career and Technical Education (CTE) , Arts Education , World Languages and 4 elective	6 Credits • Occupational Prep I Occupational Prep II Occupational Prep III Occupational Prep IV*** Completion of IEP objectives Career Portfolio required	Occupational Prep I Occupational Prep II Occupational Prep III Occupational Prep IV NC Elective Health, Safety, Independent Living

	credits recommended from one of the following: Career & Technical Education (CTE**), JROTC, Arts Education , any other subject area		Self-Advocacy Development NC Vocational Preparation
Total Minimum Credits Required	28 Credits (block schools), 22 Credits (traditional calendar)	22 credits plus any additional local requirements	

* OCS courses aligned with Future Ready Core courses in English II, NC Math 1, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: <http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf>.

*** Students entering 9th grade prior to the 2014 – 2015 school year: completion of 300 hours school-based training, 240 hours community-based training and 360 hours competitive paid employment. Students entering 9th grade for the first time in the 2014 – 2015 school year: completion of 150 hours school-based training, 225 hours community-based training and 225 hours of paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities and volunteer and/or community service hours.

Course Descriptions Table of Contents:

Exceptional Children - Elective Courses	
Academic Strategies	Determination of IEP team in service delivery section (LRE)

Exceptional Children - Occupational Course of Study (OCS) Courses	
English	English I, English II, English III, English IV
Math	Introduction to Mathematics I, NC Math I, Financial Management
Science	Applied Science, Biology

Social Studies	American History I , American History II, American History: The Founding Principles, Civics, and Economics
Occupational Prep	Occupational Prep I, Occupational Prep IIA , Occupational Prep IIB, Occupational Prep IIIA, Occupational Prep IIIB, Occupational Prep IV
Career Tech	Career Training

Exceptional Children - Extended Content Courses (Adapted Curriculum)	
English	English/LA I, English/LA II, English/LA III, English/LA IV
Math	Financial Management I, Financial Management II, NC Math IA, NC Math IB
Science	Life Science, Biology A, Biology B
Social Studies	Civics and Governance I, Civics and Governance II, American History I, American History II
Health and Physical Education	NC Elective Health, Safety , Independent Living
Vocational Prep	NC Vocational Preparation, Life Skills I, Life Skills II, NC Elective Health, Safety, Independent Living

Elective Courses based on Individual Education Program (IEP) team determination of service delivery (Least Restrictive Environment -LRE):

Academic Strategies

Prerequisite: determination by IEP Team

Individualized special education designed to increase the academic achievement of students with disabilities and improve access to the general education curriculum. This course may be

taken more than once for credit. This class receives elective credit, therefore students are expected to meet course requirements set forth by individual teachers.

The following courses are to be used only by students preparing for the Occupational Course of Study:

English I

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

English II

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. This course requires the English End-of-Course test upon completion of the course.

English III

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. A study of the techniques of research will precede the creation of a documented research paper or project. At least one Shakespearean play should be included.

English IV

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

Introduction to Mathematics I

Students will understand rational numbers, apply mathematical operations with rational numbers, apply ratios, proportions and percentages, use properties of two-and three dimensional figures, apply time and measurement skills, and algebraic properties to solve problems. Students will understand patterns and relationships, data in terms of graphical displays, and measures of center and range.

NC Math I

Students will perform operations with rational numbers, algebraic expressions, and matrices to solve problems; create and apply linear functions and relations; create equations that describe numbers or relationships; graph, factor, and evaluate quadratic functions to solve problems. This course requires the Algebra I End-of Course Test upon completion of the course.

Financial Management

Students will understand personal finance, appropriate methods of personal financial management and independent living, state and federal taxes, wages and compensation, and the use of credit. Students will understand different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

Applied Science

This course will focus on forces and motion, energy and its conservations, electricity and magnetism; the properties of matter; the uses and dangers of common chemicals; how humans can have positive and negative effects on the environment and the understanding of the human body's basic needs and control systems.

Biology

This course will focus on the relationship between the structures and functions of cells and their organelles; analyze the interdependence of living organisms within their environments; demonstrate the impact of human activities on the environment; explain how traits are determined by the structure and function of DNA; and analyze the relationships between biochemical processes and energy use. This course requires the Biology End-of-Course test upon completion of the course.

American History I

American History I: The Founding Principles will begin with the European exploration of the New World through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II

American History II: The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between

past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

American History: The Founding Principles, Civics, and Economics

This course provides principles for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics, citizenship, concepts in macro and micro economics, and personal finance.

Occupational Prep I

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

Occupational Prep II

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for the future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Occupational Prep III

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

Occupational Prep IV

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows the student to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study.

Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

Career Training

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction. This course code may be used more than once for credit.

The following courses are to be used only by students preparing for a Graduation Certificate by following the Extended Content Standards for students with the most significant cognitive disabilities:

English/LA I

This course emphasizes developing effective communication skills with a focus on generalization to the home, school, and community. This course may be reflected in student schedule more than once.

English/LA II

This course is designed to apply use of effective communication skills in purposeful situations for meaningful outcomes. This course may be reflected in student schedule more than once.

English/LA III

This course emphasizes the use of appropriate interpersonal communication skills across environments and situations. This course may be reflected in student schedule more than once.

English/LA IV

This course emphasizes the application of communication skills previously learned to transition to post school outcomes. This course may be reflected in student schedule more than once.

Financial Management I

This course is designed to teach students the difference between wants and needs; that money comes from working; the application of budgeting skills, the appropriate methods for personal financial management and independent living and the application of consumer math spending. This course may be reflected in student schedule more than once.

Financial Management II

This course is a continuation of financial management designed to teach students the difference between wants and needs; that money comes from working; the application of budgeting skills, the appropriate methods for personal financial management and independent living and the application of consumer math spending. This course may be reflected in student schedule more than once.

NC Math I

This course is designed to teach students to extend the properties of the base ten system with limits to tenths and hundredths; reason quantitatively and use units to solve problems; use equivalent expressions to solve problems; use inequalities to describe numbers and relationships; and solve equations and inequalities in one variable. This course may be reflected in student schedule more than once.

NC Math IB

This course is designed to teach students to extend the properties of the base ten system with limits to tenths and hundredths; reason quantitatively and use units to solve problems; use equivalent expressions to solve problems; use inequalities to describe numbers and relationships; and solve equations and inequalities in one variable. This course may be reflected in student schedule more than once.

Life Science

This course is designed to teach students safety measures and procedures in a variety of situations in the community and at home; teach the application skills associated with providing simple first aid and obtaining medical treatment when needed; and teach the application of the skills needed to practice healthy living and good nutrition. This course may be reflected in student schedule more than once.

Biology A

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments and the impact of human activities on the environment. This course may be reflected in student schedule more than once.

Biology B

This course is designed to teach students the structures and functions of living organisms, the interdependence of living organisms within their environments and the impact of human activities on the environment. This course may be reflected in student schedule more than once.

Civics and Governance I

This course is designed to teach students the roles authorities have in enforcing individual rights, rules and laws for the common good and how democracy depends upon the active participation of citizens. This course may be reflected in student schedule more than once.

Civics and Governance II

This course is a continuation of Civics and Governance designed to teach students the roles authorities have in enforcing individual rights, rules and laws for the common good and how democracy depends upon the active participation of citizens. This course may be reflected in student schedule more than once.

American History I

This course is designed to teach students the creation and development of the United States over time. This course may be reflected in student schedule more than once.

American History II

This course is designed to teach students the creation and development of the United States over time. This course may be reflected in student schedule more than once.

NC Elective Health, Safety, Independent Living

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community and recreational/ leisure activities. This course may be reflected in student schedule more than once.

NC Vocational Preparation

This course is designed to allow exploration of interest and skills for post-secondary employment opportunities. Students learn necessary skills that will allow them essential components for workplace readiness and career preparation. This course may be reflected in student schedule more than once.

Self-Advocacy Development

This course is designed to allow learners to demonstrate an understanding of the link between self-awareness and the establishment of lifelong goals.

Non-Credit Opportunities Courses

TABLE OF CONTENTS

<u>99319X00</u>	<u>Study Period</u>
<u>99359X0DE</u>	<u>Driver Education</u>

99319X00 Study Period

Recommendation: encouraged for 9th graders

Study periods allow students to complete homework, use school resources, or receive academic support. Students wishing to enroll in study period will have adult supervision in an assigned area at the school. Students needing intensive academic interventions may be assigned to a tutor, to guided study, or to a learning lab.

99359X0DE Driver Education

Prerequisite: Minimum age of 14.5

Summer and after-school driver education classes are offered to students. Registration forms for the classes are located in the main office. Classes are organized to accommodate students nearest to licensing age first. Students may contact the Driver Education coordinator at their school or visit the Jordan Driving School website at www.jordandriving.com.