

East Wake Academy

2026 - 2027

Course Guide



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Mission Statement

East Wake Academy High School's mission is to develop motivated 21st-century students as leaders through a rigorous college preparatory curriculum that focuses on educating the whole person.

Students will advance academically and socially using highly successful proven teaching methods and technology in the 21st century.

EWA High School Graduation Recommendations

These requirements meet the highest level of academic standards and fulfill the minimum course requirements for admission to UNC System Institutions.

4 Credits in English including I, II, III, and IV
4 Credits in Math including Math I, II, III, and a fourth math course aligned with the student's post-graduation plans
3 Credits in Science including Biology, Chemistry, and Earth/Environmental Science
4 Credits in Social Studies including World History, American History, Founding Principles of the United States and North Carolina: Civic Literacy, and Economics and Personal Finance
1 Credit of Health and Physical Education
2 Credits of World Language
10 Credits of Electives
1 Credit of Computer Science

[Click here to access the Graduation Checklist.](#)

State Testing Requirements

The following End of Course Tests are required to earn the credits of each corresponding course:

- Math I
- Biology
- English II
- Math III

These tests count 20% towards the student's final grade.

These additional Standardized Tests are given to students in the specified grades:

- Pre - ACT - 10th Grade Students
- ACT - 11th Grade Students
- ACTWorkKeys - 12th Grade (if applicable)

Promotion Requirements

Promotion requirements are satisfied through a successful completion of courses by earning the designated number of credits.

From Grade	Promotion Criteria	Earned Credits
9th to 10th	English I 2 of the following courses: Science, Social Studies, or Math 3 additional credits	6 total
10th to 11th	In addition to the credits above: English II 1 Math credit 1 Science credit 1 Social Studies credit 2 additional credits	12 total
11th to 12th	In addition to the credits above: English III 2 Science Credits 3 Math Credits 2 Social Studies Credits	20 total

All students must have at least 28 total credits to graduate.

North Carolina Diploma Endorsements

Students may earn the following endorsements as additional recognitions to their high school diploma:

Career Endorsement

(Unweighted GPA of 2.6 or higher)

- A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans.
- B. The student shall complete a CTE concentration in one of the approved CTE Career Pathways.
- C. The student shall earn an unweighted grade point average of at least 2.6.
- D. The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments or another appropriate industry credential/certification.
- E. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test.

College Endorsement

(Unweighted GPA of 2.6 or higher)

- A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III, and a fourth mathematics course that meets the University of North Carolina System minimum admission requirements.
- B. The student shall earn an unweighted grade point average of at least 2.6.
- C. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test.

Arts Proficiency Endorsement

(Unweighted Arts GPA of 3.0 or higher)

- A. The student shall complete a minimum of four NCSCOS arts courses.
- B. The student shall earn an unweighted GPA of 3.0 or higher in each arts credit.
- C. The student shall complete a minimum of 40 hours of arts-related extracurricular activities.
 - a. The student shall participate in an arts-related extracurricular activity approved by the LEA/local board of education.
 - b. The student shall complete all of the required hours outside of instructional hours.
 - c. The student shall not receive any course credit for participation in the activity.
 - d. In accordance with State Board guidance, the student shall document the hours on the form provided to local boards of education.

North Carolina Academic Scholars Endorsement

(Unweighted GPA of 3.50 or higher)

- A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III, and a fourth mathematics course that meets the University of North Carolina System minimum admission requirements.
- B. The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one Physical Science course that must include either physics or chemistry.
- C. Students shall complete four units of social studies including World History, American History, Founding Principles of Civic Literacy, and Personal Finance and Economics.
- D. The student shall complete two units of a world language (other than English).
- E. The student shall complete four elective credits constituting a concentration recommended by one of the following: CTE, Arts Education, Second Languages, or any other subject area.
- F. The student shall have taken three higher level courses during junior and/or senior years which carry 5 quality points such as:
 - Advanced Placement
 - Dual Enrollment or College Transfer Courses
 - NCVPS online courses
 - other honors or designated courses

College/ UNC Endorsement

(Weighted GPA of 2.5 or higher)

- A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements.
- B. The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course.
- C. The student shall complete U.S. History or equivalent coursework.
- D. The student shall complete two additional academic courses from English, mathematics, science, social studies, world languages, or computer sciences.
- E. Students shall earn a weighted grade point average of at least 2.5.
- F. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

Global Languages Endorsement (Seal of Biliteracy)

(Unweighted GPA of 2.5 or higher)

The student shall demonstrate mastery of the English language with one of the following:

- complete English IV or equivalent course and earn a cumulative, unweighted grade point average of at least 2.5 for all English coursework required for graduation; or
- use the Credit by Demonstrated Mastery to complete the English IV course required for graduation; or
- take a nationally norm-referenced external exam approved by NCDPI and achieve a score that meets the English requirement.

The student shall demonstrate mastery of a World Language by earning Intermediate Mid proficiency or higher on the ACTFL proficiency scale in each language with one of the following:

- complete a Level IV or higher course in a World Language and earn a cumulative, unweighted grade point average of at least 2.5 for all World Language coursework in that language; or
- use the Credit by Demonstrated Mastery policy to complete a Level IV or higher course in a World Language, including the home and heritage languages used across North Carolina; or
- take a nationally or internationally norm-referenced external exam approved by NCDPI and achieve a score of Intermediate Mid or higher in that language.

Achieving Academic Excellence

“North Carolina’s public schools will be the best in the United States of America by 2030. This strategic plan represents the shared vision of the North Carolina State Board of Education and State Superintendent of Public Instruction to prepare every student for their next phase in life through high academic achievement, character development and a constant drive toward excellence.” - Mo Green, North Carolina Superintendent of Public Instruction



EIGHT PILLARS FOR EXCELLENCE



Pillar 1: Prepare Each Student for Their Next Phase in Life

Expand rigorous pathways, dual enrollment, career readiness and character development



Pillar 2: Revere Public School Educators

Competitive compensation, career advancement and professional support for all education professionals



Pillar 3: Enhance Parent, Caregiver and Community Support

Strengthen family engagement and community partnerships for student success



Pillar 4: Ensure Healthy, Safe and Secure Learning Environments

Physical safety, mental health support and positive school climates



Pillar 5: Optimize Operational Excellence

Modernize systems, eliminate administrative burdens and leverage technology effectively



Pillar 6: Lead Transformative Change

Research-driven innovation, network collaboration and continuous improvement



Pillar 7: Celebrate the Excellence in Public Education

Comprehensive messaging highlighting the remarkable achievements in our schools



Pillar 8: Galvanize Champions to Fully Invest in and Support Public Education

Build coalitions for increased investment and sustained community support

Course Requirements + Information

Course Load

Our schedule is based on block scheduling. Students will take four courses (90 minutes each) first semester, completing these courses prior to our December track out. Upon return from track out, students will begin the second semester with four new courses. Students have the potential to earn 8 credits per year. It is recommended by 4-year universities for students to take full advantage of courses offered at their assigned school.

Course Withdrawal Policy

Except when approved by the principal, students are not allowed to drop a course after the first (10) ten days of school. If a student withdraws after the (10) ten-day period and an emergency situation does not exist, a failure (WF) is noted as the grade, and the course is counted as a course attempted with no quality points earned.

Grading Scale

Academic/Standard Courses			Honors Courses			Advanced Placement/CCP		
A	90-100	4.0	A	90-100	4.5	A	90-100	5.0
B	80-89	3.0	B	80-89	3.5	B	80-89	4.0
C	70-79	2.0	C	70-79	2.5	C	70-79	3.0
D	60-69	1.0	D	60-69	1.5	D	60-69	2.0
F	<59	0	F	<59	0	F	<59	0

Class Rank

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

Academic Honors

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

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

Valedictorian - Senior with the highest weighted cumulative grade point average prior to graduation. Determination will be based on the last decimal place calculated within PowerSchool.

Salutatorian - Senior with the second highest weighted cumulative grade point average prior to graduation. Determination will be based on the last decimal place calculated within PowerSchool.

Cum Laude Graduate - Weighted GPA of 3.5 to 3.799 (on the 4.0 scale)

Magna Cum Laude Graduate - Weighted GPA of 3.8 to 3.999 (on the 4.0 scale)

Summa Cum Laude Graduate - Weighted GPA of 4.00 or higher (on the 4.0 scale)

Graduation Marshals

The top ten juniors in their class will serve as graduation marshals based on their cumulative weighted Grade Point Average determined by their class rank at the end of their junior year's first semester. The Chief Marshal will be the junior with the highest Weighted Grade Point Average.

Honors versus Advanced Placement Courses

Honors Courses

There is a distinction applied to certain classes to distinguish them from regular (or academic) course offerings.

The difference between a regular class (such as English 1) and the honors class (English 1 Honors) is not necessarily the amount of work, but the type of work required and the pace of studying. Honors courses are enriched; therefore, they offer the same material in greater detail combined at a faster pace. Honors courses emphasize critical and independent thinking to produce creative applications of ideas.

Motivation is the main quality that characterizes an honors student.

Teacher recommendation and historical student-specific data is considered when placing students in Honors courses.

Advanced Placement Courses (AP)

AP is a curriculum sponsored by the United States College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college.

The keys to success are motivation, self-discipline, and academic preparation. AP classes are more challenging and stimulating. They take additional time and require more work. The content of AP courses is more sophisticated than that in typical high school honors courses. Students should have previous practice in analyzing content, drawing comparisons, and reasoning. They must be able to read perceptively and independently. Additionally, students will need to be proficient in writing clear, concise essays.

Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for AP or college courses by taking the most rigorous classes available, the more likely they will experience success.

The keys to success are maturity, motivation, self-discipline, and academic preparation.

Credit by Demonstrated Mastery

What is Credit by Demonstrated Mastery?

Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to the needs of students, families, the AIG community, school and district personnel and leadership.

CDM specifically offers North Carolina students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to effectively use seat time to learn new content. CDM remains an instructional practice that will help us to differentiate and accelerate students who have a clearly expressed need.

How does a student earn CDM?

Students shall demonstrate mastery through a multiphase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG or a nationally normed exam
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

East Wake Academy provides CDM testing for World Languages, Math 1, Math 3, Biology, and English 2.

Additional CDM Information:

- All course prerequisites must be met prior to attempting the CDM process for a specific course.
- No additional study or preparation materials are provided. By signing up for CDM, students assert that they have mastery of the content. The content standards for the course or subject area that students are choosing to participate in are available at <http://www.dpi.state.nc.us/curriculum/>
- For Phase 1 and Phase 2 results are reported as "Met" or "Not Met". Individual score reports are not provided.
- For successful students, credit is placed on the transcript with a grade of "CDM". This is GPA neutral. No honors level credit is awarded through the CDM process.
- For future course planning purposes, we encourage students to schedule classes as if they do not earn credit through the CDM process - results are provided to schools in time so that they can make schedule adjustments, if necessary, for successful students.
- The CDM process can be challenging for the best students - students must be successful at the mastery level for both phases to qualify for course credit.

If you are interested in starting the CDM process, please fill out the CDM request form found at this [link](#).

North Carolina Virtual Public School

The purpose of the North Carolina Virtual Public School (NCVPS) is to provide e-learning opportunities to students.

The authorizing legislation for NCVPS states “NCVPS shall be available at no cost to all students in North Carolina who are enrolled in North Carolina’s public schools, Department of Defense schools, and schools operated by the Bureau of Indian Affairs.”

Criteria for Enrolling in a NCVPS Course:

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

NCVPS Course Offerings

Please see <https://ncvps.org/ncvps-course-catalog> for an entire list of available classes from NCVPS. NCVPS reserves the right to amend their course selections to omit or add courses as needed. It is not recommended for 9th graders, however may be considered on an individual basis under administrative approval.

Career + College Promise

Career & College Promise (“CCP”) is North Carolina’s dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school.

Students who successfully complete college courses earn college credits they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

Career & College Promise offers students the option to choose from these two pathways:

- College Transfer: Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.
- Career & Technical Education: Allows students to begin a certification or diploma program in a particular technical field or career area.

To be eligible to attend the CCP program you must be a Junior or Senior and have an unweighted GPA of at least 2.8. Students can also qualify for CCP classes with the following scores:

- PSAT English 26, Reading 26, Math 24.5, 460 Composite
- SAT 480 Reading/Writing and 530 Mathematics
- Pre-ACT English 18, Reading 22, Math 22

For students to be eligible for CTE (Career Technical Education) CCP:

If you do not meet the GPA requirements, students can also speak with the Senior Academy Counselor in order to obtain a recommendation including:

- HS Principal (or designee)
- a rationale or HS Principal (or designee) for the recommendation AND
- signature from the college's chief academic officer/chief student development officer

Students can find the Wake Tech CCP information and application at [this link](#).

Once students have applied and have been accepted, students will meet with the College & Career Coordinator to select classes each semester. Failure to do so within the deadline stated for each semester forfeits the students’ eligibility for priority class registration.

At the end of each semester, students are responsible for submitting their unofficial transcript to earn high school credits for each class taken.

Please see below for the following credit allowances for dual enrollment courses:

Semester Credit Hour	High School Credits
1-2	0
3-4	1
5-8	2
9+	3

Cost

Tuition is waived for college courses taken during every semester at surrounding Community Colleges (fall, spring, and summer). Students are responsible for technology, activity, and parking/security fees. Fees are due to the Business Office at the time of registration. Students are also responsible for purchasing required textbooks and supplies for each course. Textbook listings and prices can be found at each Community College bookstore.

Scheduling

High school course scheduling takes place each spring and is completed in grade-level order: seniors, juniors, sophomores, and freshmen. During this process, students are expected to select courses that align with graduation requirements as well as their individual academic interests and postsecondary goals.

Because the master schedule is built based on student requests, schedule changes will be **limited** and **not guaranteed**. Changes will only be considered if a student meets one of the criteria listed below.

Approved Reasons for Schedule Changes

A scheduling error has occurred, including:

- The student is placed in an incorrect course level
- The student does not meet the required prerequisite
- The student has already successfully completed the course

Students are encouraged to carefully review course selections prior to submission, as elective and preference-based changes **will not be accommodated**.

Community Service

Beginning with the class of 2027, students must earn a minimum of 40 hours of community service as part of the EWA graduation requirements.

Community service is:

- an action by the student that benefits the community,
- outside of school hours,
- supervised by an adult,
- voluntary (i.e., unpaid, not court-mandated) in support of a nonprofit, 501 C 3 organization.

It is recommended that students complete 10 hours of community service per year.

All community service hours must be submitted by January 31 of the student's senior year.

Community service hours can be submitted through this [Google Form](#).

Course Descriptions

English Language Arts Courses

English I

10212X0

1 Credit

A survey of literary types, this course focuses on comprehension and expressive writing. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

Honors English I

10215X0

1 Credit

Prerequisite: Teacher Recommendation

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

English II

10222X0

1 Credit

Prerequisite: English I

This academic world literature course focuses on comprehension and informational writing. Students should expect nightly homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. All 10th-grade students need to be scheduled for English II per state board policy. The final exam is the North Carolina English II – End of Course Test.

Honors English II

10225X0

1 Credit

Prerequisite: Teacher Recommendation + English I

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

English III**10232X0****1 Credit**

Prerequisite: English I + English II

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

Honors English III**10235X0****1 Credit**

Prerequisite: Teacher Recommendation, English I + English II

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

Advanced Placement**Language and Composition****10357X0****1 Credit**

Prerequisite: Teacher Recommendation + Honors English II

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 total mastery of writing skills are the goals of the course. Because it meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Greater amounts of time and effort are expected on the part of the student. Students enrolled in this course are expected to take the College Board Advanced Placement Test.

English IV**10242X0****1 Credit**

Prerequisite: English I, II, III

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

Honors English IV**10245X0****1 Credit**

Prerequisite: English I, II, III + Teacher Recommendation

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

**Advanced Placement
Literature and Composition****10367XS0****1 Credit**

Prerequisite: English I, II, III or AP Language + Teacher Recommendation

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

Public Speaking**10142X0****1 Credit**

In this course, students learn how to present information, communicate, develop listening skills, and build self-confidence, they learn to reduce the stress involved in presenting ideas in an open forum. In this comfortable class setting, students are supported and encouraged to excel as they prepare and present speeches for the class audience.

Intro to AI in Education**change****1 Credit**

This course introduces students to the fundamentals of artificial intelligence and its growing role in education and everyday life. The course emphasizes responsible and ethical use of AI, including topics such as bias, privacy, and academic integrity. Through hands-on activities and projects, students will learn how to use AI tools to support learning, creativity, and problem-solving. No prior experience with technology or programming is required.

Journalism I **10312X0** **1 Credit**
Prerequisite: English Teacher Recommendation

This course focuses on the basic elements of journalistic writing and layout. Students who elect to take the course should be genuinely interested in developing journalistic skills and becoming active members of the school's publication staff. Student responsibilities include selling advertising, conducting interviews, and writing stories, designing pages, proofreading copy, and distributing the newspaper.

Journalism II **10322X0** **1 Credit**
Prerequisite: Journalism I + Journalism Teacher Recommendation

Students in Journalism II will build on the skills and knowledge they developed in Journalism I by continuing to write articles for the student newspaper and design newspaper pages. These levels of journalism will distinguish themselves from the first level of the course through more demanding requirements of students' time, leadership and expertise. Students will not only contribute to the paper but will lead the class in determining the content of the paper. They will not merely receive and apply information but will teach Journalism I students basic skills while building their own skills.

Honors Journalism III/IV **10335X02** **1 Credit**
Prerequisite: Exemplary completion of Journalism I + II and recommendation from Journalism teacher.

Students in Honors Journalism III will build on the skills and knowledge developed in Journalism II and will take on a leadership role in the design and implementation of the student newspaper and yearbook. These students will take on responsibilities and assist Journalism I and II students in building their skills. They will work within the guidelines of ethical and responsible journalism, professionally sell advertisements, write stories, utilize technology in the publishing of the student newspaper and yearbook.

Creative Writing **10252X02** **1 Credit**

This course encourages students to develop their voice and style through writing in a variety of genres, including poetry, fiction, and creative nonfiction. Students will engage in the writing process, peer feedback, and revision to produce original works while exploring techniques used by published authors.

Course Descriptions

Mathematics Courses

Foundations of Math I

20902X02

1 Credit

This introductory math elective includes study skills and problem solving techniques in preparation for Math I and higher level courses in high school. Topics include; simplifying numerical expressions; integer operations; number theory; graphs; concept of variable; concept of equation and inequality; pattern recognition proportional reasoning; measurement and geometry; and rational numbers. This course does not satisfy the State required math courses for graduation, but does count as an elective towards graduation.

Math I

21032X0

1 Credit

This course is for students who are familiar with such concepts as solving equations for x , the Cartesian plane, absolute value, inequalities, percentages, and reading and interpreting graphs. Students must be familiar with working with fractions and decimals. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear, exponential, and quadratic relationships. Geometric concepts include formalizing and extending students' experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will learn the basic tools to explore univariate and bivariate data. Appropriate technology, including the TI-83+ or TI-84+ graphing calculator, will be used regularly for instruction and assessment.

Note: Students in this course must take the End-of-Course test for Math I.

Math II

22012X0

1 Credit

Prerequisite: Math I

This rigorous course expands on the concepts learned in Math I and focuses on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential functions. The geometry topics solidify the knowledge of concepts already encountered, and basic trigonometry is introduced. Students need to be able to solve equations with two variables and to simplify algebraic expressions, and they will broaden their use of the coordinate plane to include isometric transformations such as rotations, reflections, translations, and the non-isometric dilation transformation. Students are consistently taught how to solve problems without the aid of a calculator, but appropriate technology, including the TI-83+ or TI-84+ graphing calculator, will be used for instruction and assessment.

Honors Math II**22015X0****1 Credit**

Prerequisites: Math I + Teacher Recommendation

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

Math III**23012X0****1 Credit**

Prerequisites: Math I + Math II

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

Honors Math III**23015X0****1 Credit**

Prerequisites: Math I, Math II + Teacher Recommendation

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

Math IV**24002X0****1 Credit**

Prerequisites: Math I, II, III

This course provides students with an in-depth study of modeling and applying functions to real-world situations. Major topics include linear, quadratic, cubic, exponential and logarithmic functions, systems of equations and inequalities, and right triangle trigonometry. Applications may originate from home, work, recreation, consumer issues, public policy and scientific investigations.

Honors Math IV**24095X0****1 Credit**

Prerequisites: Math I, III, III + Teacher Recommendation

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Course Descriptions

Science Courses

Earth/Environmental Science

35012X0

1 Credit

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

Honors Earth/Environmental Science

35015X0

1 Credit

Prerequisite: 8th Grade Science Teacher Recommendation

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

Note: Students in this course must take the End-of-Course test for Math I.

Advanced Placement

3A027X0

1 Credit

Environmental Science

Prerequisite: Completion of Biology, Chemistry + Teacher Recommendation

This college-level course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are encouraged to take the AP Exam. This course will satisfy the earth/environmental science requirement for graduation.

Biology

33202X0

1 Credit

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important phase of each phase of the course.

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

Honors Biology**33205X0****1 Credit**

Prerequisites: Teacher Recommendation

Content and principles for biology are taught but at a greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in science courses.

**Advanced Placement
Biology****3A007X0****1 Credit**

Prerequisites: Advanced Biology

Students study the basic principles and concepts covered in a rigorous introductory "General Biology" college-level course. Topics include the structure and function of cells and organisms, the organization, requirements and development of living systems, and heredity and evolution. Students are provided in-depth laboratory experiences. This course covers in greater scope and scale the concepts, knowledge, and skills introduced in a first level high school biology program. Greater amounts of time and effort are expected on the part of the student. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

Chemistry**34202X0****1 Credit**

Prerequisites: Math II or concurrently enrolled in Math II

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

Honors Chemistry**34205X0****1 Credit**

Prerequisites: Math II or concurrently enrolled in Math II + Teacher Recommendation

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

Forensic Science**30202X0D****1 Credit**

In this course, study will focus on forensic science concepts: abilities to perform inquiry; basic criminal law; crime scene investigation; DNA extraction and analysis; examining evidence; fingerprinting; science and humanity; and the nature of toxins. The primary emphasis will be to develop understanding of these concepts through interactive experiences using traditional and modern techniques

Ecology**1 Credit**

Students will investigate ecosystem structure and function, energy flow, nutrient cycles, population dynamics, and biodiversity. Emphasis is placed on human impacts on natural systems, including climate change, pollution, and resource use, as well as strategies for conservation and sustainability. Through hands-on investigations, data analysis, and real-world case studies, students will develop critical thinking and problem-solving skills while gaining a deeper understanding of how ecological principles apply to local and global environments.

Course Descriptions

Social Studies Courses

World History

43032X0

1 Credit

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

Honors World History

43035X0

1 Credit

Prerequisite: 8th Grade Social Studies Teacher Recommendation

This honors course is designed to challenge academically advanced/gifted, highly motivated students who have developed good reading, writing, and critical thinking skills in English and Social Studies. Additional reading/writing/research assignments are required for the honors level of this class. World History describes human achievements through the study of the world's great civilizations, past and present. The study of these civilizations is the study of people: How do they live together? How are they governed? What are their beliefs? How do they express themselves? Students discover the ways in which human beings through the ages have organized their lives to answer the continuing questions of survival and fulfillment.

American History

43112X0

1 Credit

Prerequisite: World History

The standards and objectives in the American History course will provide students the opportunity to engage in the intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic-ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry, behavioral sciences, civics, government, economics, geography, and history.

Honors American History

43115X0

1 Credit

Prerequisite: World History + Teacher Recommendation

The standards and objectives in the American History course will provide students the opportunity to engage in the intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic-ready. Students will explore the content through the following lenses: inquiry, behavioral sciences, civics, and government, economics, geography, and history.

Advanced Placement World History	4A097X0	1 Credit
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AP World History is structured around the investigation of key course themes and concepts in six different chronological periods, from approximately 1200 C.E. to the present. These themes, examined across cultures and time periods, include: Interaction between humans and the environment; Development and interaction of cultures; State-building, expansion and conflict; Creation, expansion and interaction of economic systems; Development and transformation of social structures.

Advanced Placement US History	4A087X0	1 Credit
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Prerequisites: Advanced American History I

Advanced Placement American History conforms to the pattern of introductory-level American History at the college level. Students will isolate and examine the major trends spanning American History from the age of discovery to the present day. Advanced Placement courses are a program of the College Entrance Examination Board. A student may earn college credit for Advanced Placement courses upon achievement of an appropriate score on the standardized test that concludes a year with an Advanced Placement course. This is a year-long course which meets the U.S. History requirements for graduation. As an AP course, this course is far greater in rigor than Honors American History parts I & II. Greater amounts of time and effort are expected on the part of the student.

Personal Finance + Economics	43192X0	1 Credit
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The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

Honors Personal Finance + Economics	43195X0	1 Credit
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Prerequisites: Teacher Recommendation

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

Civic Literacy	43182X0	1 Credit
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The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in the intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

Honors Civic Literacy**44032X0****1 Credit**

Prerequisite: Teacher Recommendation

The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in the intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

Advanced Placement**4A067X0****1 Credit****United States Government**

This course conforms to the pattern of introductory-level Political Science at the college level. The course focuses on the constitutional underpinnings of U.S. democracy, political beliefs and behaviors of individuals, political parties and interest groups, institutions and policy processes, and civil rights and civil liberties. A student may earn college credit for Advanced Placement courses upon achieving an appropriate score on the standardized test that concludes the year.

Psychology/Sociology**44002X0****1 Credit**

In this course, the history and growth of psychology as a science is studied. Basic theories of learning, personality development, patterns of human behavior, heredity and environment, and mental health are analyzed.

Psychology Honors**44035X0****1 Credit**

Prerequisites: Teacher Recommendation

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

Advanced Placement**4A057X0****1 Credit****Psychology**

Prerequisites: Honors Psychology + Teacher Recommendation

Survey of basic principles for the understanding of behavior and experience including development, learning, cognition, biological foundations, perception, motivation, personality, behavior abnormalities, measurement of individual differences, and social processes. The value of scientific observation and experimentation to the development of psychological understanding is emphasized. :

Law + Justice**44032X0****1 Credit**

This academic course focuses on the legal, judicial, law enforcement, and corrections systems of the United States. Examined are relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems. This course includes field trips and guest appearances by community resource persons in law and law enforcement.

History through Film**96102X0C3****1 Credit**

In History through Film, students watch films about historical topics and examine each film's accuracy and depiction of background history. Students do weekly assignments pertaining to the week's film.

**Advanced Placement
Human Geography****4A027X0****1 Credit**

This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, human use, and human alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Additionally, students will learn about the methods and tools geographers use in their science and practice.

Course Descriptions

World Language Courses

Spanish I

11412X0

1 Credit

Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, preterit tense, agreement and placement of adjectives, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, demonstrative adjectives, weather expressions, the calendar, basic idiomatic expressions, and the culture of the Spanish-speaking world.

Spanish II

11422X0

1 Credit

Prerequisite: Spanish I

This course is for the student who has successfully completed Spanish I. Students review topics covered in Spanish I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the future tense, conditional tense, imperfect tense, subjunctive mood, formation of adverbs, object pronouns, reflexive verbs, and relative pronouns, sequence of tenses, and comparatives and superlatives.

Course Descriptions

Visual Arts Courses

Visual Arts I

54152XS0

1 Credit

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

Visual Arts II

54162X0

1 Credit

Prerequisite: Visual Arts I or Portfolio

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

Visual Arts III

541750X0

1 Credit

Prerequisite: Visual Arts I + II or Portfolio

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

Visual Arts IV

54185X0

1 Credit

Prerequisite: Visual Arts I, II, III or Portfolio

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

Course Descriptions

Dance Courses

Dance I

51152X0

1 Credit

This course explores movement as a creative art form. This level introduces the student to body awareness, alignment, improvisation, dance history, and interpretation of different forms of dance. This builds an appreciation for all types of dance. (NC DPI Standard Course of Study) The students are evaluated by written and movement exams. The students much reach a basic performance skill level to perform on stage.

Dance II

51162X02A

1 Credit

Prerequisite: Dance I

Dance II builds upon the foundational skills developed in Dance I. Students refine technique, expand movement vocabulary, and explore a variety of dance styles and choreographic forms. Emphasis is placed on performance quality, collaboration, and critical reflection. Prior completion of Dance I is recommended.

Dance III Honors

51175X02A

1 Credit

Prerequisite: Dance II

Dance III Honors is an advanced course designed for students with demonstrated proficiency in dance. Students engage in higher-level technical training, choreography, and performance, with an emphasis on artistic expression, analysis, and dance history. This honors-level course requires increased independence, creativity, and commitment. Prior completion of Dance II is required.

Dance IV Honors

51185X02A

1 Credit

Prerequisite: Dance I or Teacher Recommendation

Dance IV Honors is the most advanced high school dance course, focusing on mastery of technique, choreography, and performance. Students create original works, analyze dance as a cultural and historical art form, and demonstrate leadership through peer collaboration and performance opportunities. This honors-level course prepares students for postsecondary dance experiences and requires prior completion of Dance III Honors.

Pre-College Modern Dance

51275X0

1 Credit

This course is designed to prepare the dancer who is considering a major or minor in dance in college. The course will stress technical ability, choreographic skills, performance, history, and dance criticism. Students will be a member of the dance ensemble, which will require extra rehearsals and performances. This course can be repeated.

Course Descriptions

Healthful Living Courses

Health + PE

63022X0

1 Credit

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

Weightlifting I

60292X0A

1 Credit

Prerequisites: Health + PE

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

Weightlifting II

60292X0B

1 Credit

Prerequisites: Health + PE and Weightlifting I

This course is designed to improve muscular strength, power and aerobic conditioning. This course builds upon Weightlifting I.

