



**IC Imagine Upper School
2026-2027 School Year
Course Catalog**

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This course catalog provides information about the high school courses that are generally offered at our school. Please note that not all courses are offered every year and vary based on student interest and personnel availability.

Course Selection Process

Meet with your teachers & school counselor to discuss how your course selections can best help you progress towards graduation and meet your goals for postsecondary education. Complete your school's registration process and return any forms by the date set. Be sure that you request the courses you really want to take! IC Imagine plans our master schedule based on students' requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins. If some courses do not have enough students sign-up for them, they will not be offered.

Make sure to review your course selections and final schedule to make sure it includes the required courses you need for graduation, the correct levels of each course, and the electives you requested. If you need to change anything, be sure to do so when your school announces the schedules for changes, typically during the second week of school in August. Following all timelines will help ensure a smooth registration process.

Scheduling is one of the most complex tasks a school staff does.

Please be patient with everyone involved and know that everyone wants what is best for students.

It is our goal that students are able to graduate college and career ready and prepared for their next steps!

Course Levels

Courses can be offered at Standard, Honors, or Advanced Placement (AP) levels. You should choose the level that is the most appropriate for you. Discuss this with your parents/guardians, and your school counselor/teachers/advisors. Each students' current core academic teachers will be required to make a course recommendation for each student for the next school year and sign off on each students' registration form. Remember, we want what is best for you and your success means a great deal to us. Please make sure this is a decision that you feel good about!

By registering for Honors and/or AP Courses, you understand that you're responsible for additional course work, which may include summer reading/assignments to meet the standards of Honors and AP course rigor. It is highly encouraged to adhere to your teachers' recommendations when it comes to selecting higher level courses.

Future Ready Graduation Requirements

[Policy Code 307](#): This policy specifies the requirements for students to graduate from IC Imagine with a high school diploma.

Content Area	Course Requirements	Required Credits <i>Freshmen entering in the 23/24, 24/25 or 25/26 school year</i>	Required Credits <i>Freshmen entering in the 26/27 school year and beyond</i>	Required NC Credits ¹
Math²	1. Math I 2. Math II 3. Math III 4. 4th Math Course (<i>Math 4, PreCal, or AP Stats</i>)	4	4	4
English	1. English I 2. English II 3. English III 4. English IV	4	4	4
Social Studies	1. Civic Literacy 2. World History 3. American History 4. Economics and Personal Finance	4	4	4
Science	1. Earth Environmental Science 2. Biology 3. 1 Physical Lab Science Course (<i>Physical Science, Chemistry, Physics</i>)	3	3	3
Health/PE	Health/PE and CPR Certification	1	1	1
Computer Science			1	1 ⁵

Content Area	Course Requirements	Required Credits <i>Freshmen entering in the 23/24, 24/25 or 25/26 school year</i>	Required Credits <i>Freshmen entering in the 26/27 school year and beyond</i>	Required NC Credits ¹
Arts Education	At least one Arts Education and one World Language	2	2	Two (2) of any of the combinations below ⁴
World Language³				<ul style="list-style-type: none"> a. Career and Technical Education (CTE) b. Arts Education or c. World Language
Electives		10	9	4 or 3 ⁵
Total Required		28 credits	28 credits	22 credits

¹In rare instances, the Head of School may exempt a student from local graduation requirements as long as the student has met all state graduation requirements.

² In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NCDPI Math options chart.

³ Two foreign language courses required to attend some four-year universities.

⁴ For clarification, possible combinations may include 2 World Language; or 1 CTE and 1 Arts Education; or 1 Arts Education and 1 World Language; or other combinations from 1, 2 and 3 per NC graduation requirements.

⁵ For Freshmen entering in the 26/27 school year and beyond.

High School Diploma Endorsements

Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. Earning endorsements is NOT required to graduate. The four endorsements that students can earn at IC Imagine are:

- College Endorsement indicating readiness for entry into community colleges;
- College/UNC Endorsement indicating readiness for entry into a four-year university in the University of North Carolina system;
- NC Academic Scholars Endorsement indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- Arts Proficiency Endorsement

Please review the specific requirements for diploma endorsements here: [High School Diploma Endorsements](#)

University of North Carolina Minimum Admission Requirements

The University of North Carolina minimum admission requirements address three areas: high school courses, high school GPA, and test scores. **Please note**, while these are the minimum requirements for consideration, *they do not guarantee acceptance.*

<https://www.northcarolina.edu/students/admission/#first>

High School Courses

- *Four credits in English*
- *Four credits in Math, including a mathematics course that has Math III as a prerequisite*
- *A life science course such as Biology*
- *A physical science: Physical Science, Chemistry, or Physics*
- *At least one science that is considered a laboratory course*
- *Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (Note: these courses should be selected in alignment with a student's academic and career objectives. *Completion of two sequential world language courses is recommended.)*
- *Two credits of Social Studies, including 1 US History*

High School GPA - 2.5 cumulative weighted GPA

Test Scores - Students with a weighted High School GPA greater than or equal to 2.50 and less than 2.80 are required to submit a standardized test score of a 17 or higher on the ACT or a 930 or higher on the SAT.

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Entrance requirements vary among colleges and universities. Students who wish to attend private colleges or universities or out-of-state universities should be sure they understand entrance requirements specific to the college/university of their choice.

Occupational Course of Study Graduation Requirements

Content Area	Course Requirements	Required Credits
Math	1. Introduction to Mathematics 2. NC Math I 3. Financial Management 4. Employment Preparation IV: Math (to include 150 work hours)	4
English	1. English I 2. English II 3. English III 4. English IV	4
Social Studies	1. Founding Principles of the United States of America and North Carolina: Civic Literacy 2. Economics and Personal Finance 3. Employment Preparation II: Citizenship 1A (to include 75 work hours) 4. Employment Preparation II: Citizenship 1B (to include 75 work hours)	4
Science	1. Applied Science 2. Biology 3. Employment Preparation I: Science (to include 150 work hours)	3

Content Area	Course Requirements	Required Credits
Two Additional Employment Preparation Education	<p>1. Employment Preparation III: Citizenship II A (to include 75 work hours) 2. Employment Preparation III: Citizenship II B (to include 75 work hours)</p> <p>The work hours included in Employment Preparation I, II, III, IV shall be as follows:</p> <ol style="list-style-type: none"> 150 hours of school-based training work with activities and experiences that align with student's post school goals, and 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours. <p>Total work hours: 600</p>	2
Career and Technical Education Electives		4
Health/PE	<p>1. Health/PE and CPR Certification 2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.</p>	1
Career Portfolio		0
Total Required		22 credits

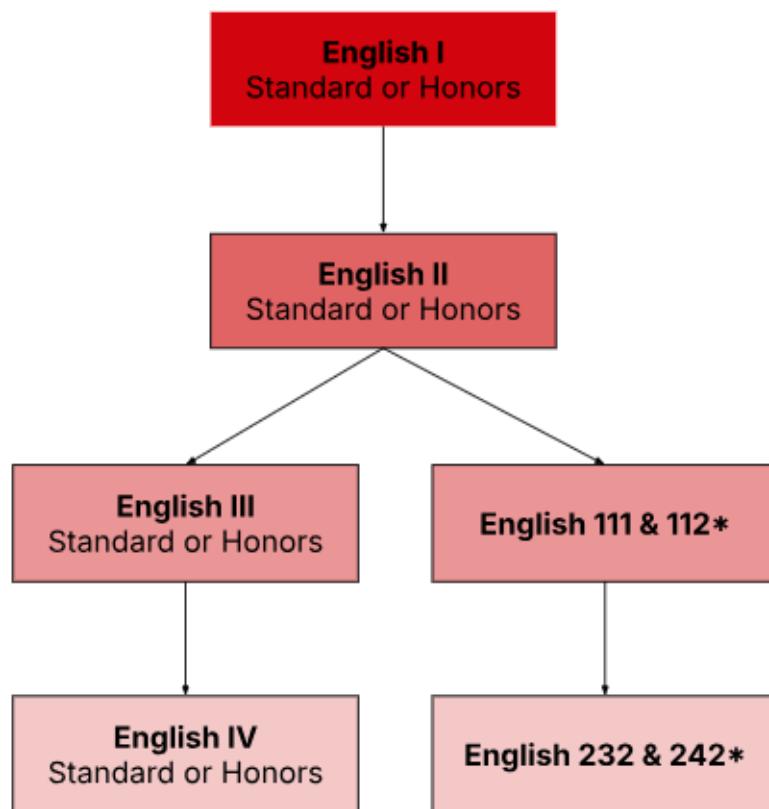
English Graduation Requirements and Course Flowchart

9th

10th

11th

12th



English Graduation Requirements

English I
English II
English III or English 111 & 112
English IV or English 232 & 242

* Dual enrollment, taught in-person
at IC Imagine

English			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
English I	In English I students will practice and grow their writing skills by focusing on the basics of post-secondary writing. Students will use MLA when writing essays. Likewise, students will be challenged to read several literary genres including novels, poetry, and short stories. Students will also study informational texts. Each unit will end with a larger writing assignment ranging from personal to analytical. Those writing assignments are structured so there are supports at each stage. All of the skills used in class will carry into English II as well as ready students for the Final Exam for the course.		4.0
English I Honors	English I Honors students will study the same material as English I. However, this course moves at an accelerated pace and requires more independent work. Students taking English I Honors should be self-motivated, hard-working, and able to participate in sustained writing.	Teacher Recommendation	4.5
English II	In English II students will be exposed to literary works and authors across the globe. They will build upon the reading, writing, and speaking skills acquired in English I and grow in their ability to examine both informational and fictional text. Students will also refine their composition skills through a variety of writing assignments including an argumentative research paper, personal memoir, and multiple literary analysis essays. These skills will be used to prepare students for the North Carolina English II. End-of-Course Exam and English 3 Course.	English 1	4.0
English II Honors	In English II Honors students will be exposed to literary works and authors across the globe. They will build upon the reading, writing, and speaking skills acquired in English I and grow in their ability to examine both informational and fictional text. Students will also refine their composition skills through a variety of writing assignments including an argumentative research paper, personal memoir, and multiple literary analysis essays. These skills will be used to prepare students for the North Carolina English II	Teacher Recommendation	4.5

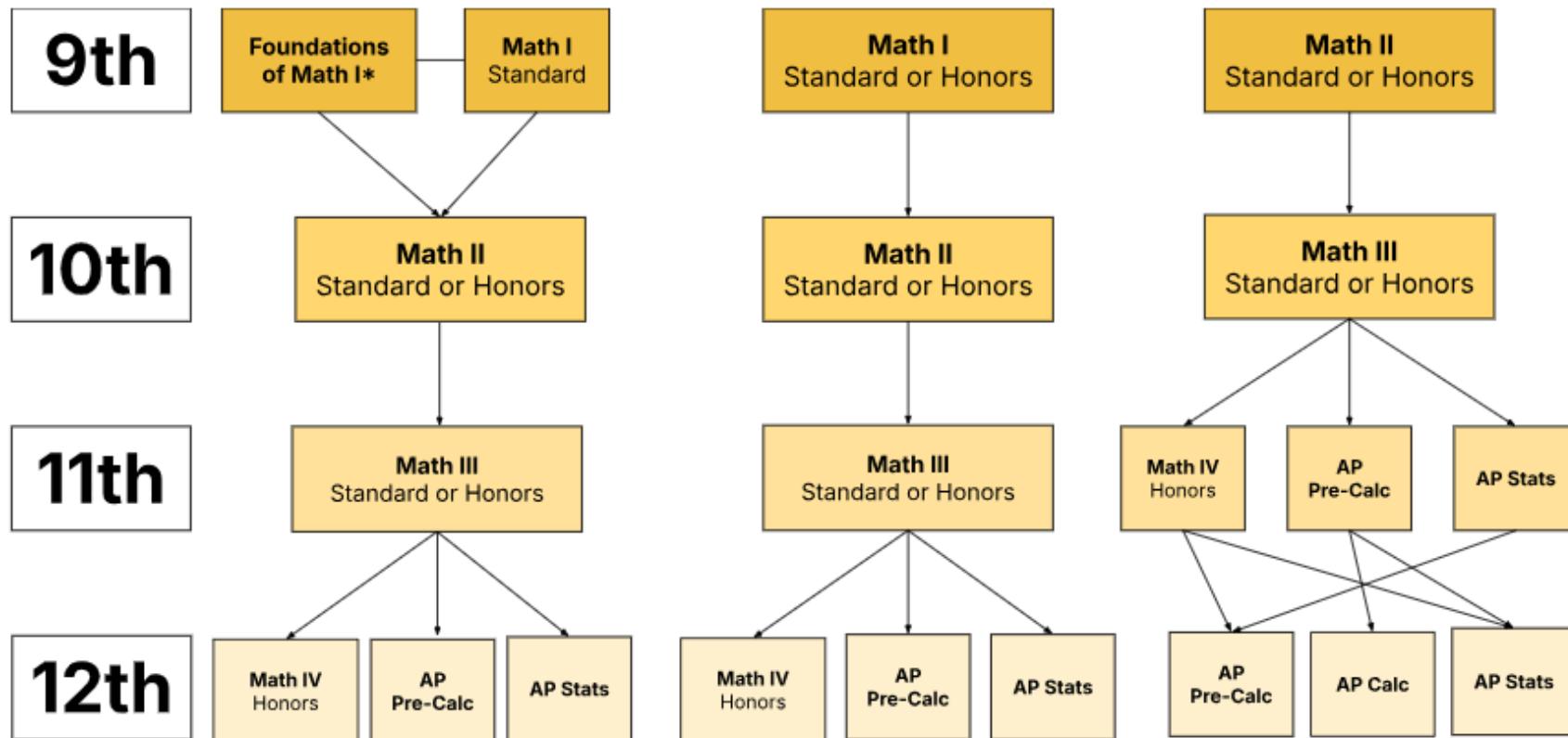
English			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	<p>End-of-Course Exam and English III Course.</p> <p>Students taking the honors section must be self-motivated, hard-working, and willing to read and write outside class. Students should expect to complete lengthier, more rigorous assignments with limited time, produce high quality work, and demonstrate an advanced understanding of course material.</p>		
English III	<p>English III focuses on American literature from the beginnings of our country to the present day. Students are able to use background knowledge from American History I to help them analyze texts. Students use prior writing skills to write narratives, argumentative essays, and informative essays based on a wide range of American Literature. Students' knowledge of MLA is tested as they are expected to use MLA in all writing throughout the year. Critical thinking is relied upon heavily in order to analyze and form judgements about each text. All of the skills used in class will carry into English IV as well as ready students for the Final Exam for the course.</p>	English 2	4.0
English III Honors	<p>English III focuses on American literature from the beginnings of our country to the present day. Students are able to use background knowledge from American History I to help them analyze the texts. Students use prior writing skills to write narratives, argumentative essays, and informative essays based on a wide range of American Literature. Students' knowledge of MLA is tested as they are expected to use MLA in all writing throughout the year. Critical thinking is relied upon heavily in order to analyze and form judgements about each text.</p> <p>Students taking the honors section must be self-motivated, hard-working, and willing to read and write outside class. Students should expect to complete lengthier, more rigorous assignments with limited time, produce high quality work, and demonstrate an advanced understanding of course material.</p>	Teacher Recommendation	4.5

English			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
English IV	English IV focuses on British Literature. Students should be prepared to read and write about various literature and topics independently. English IV also includes a year-long senior project that involves two essays, a web-based portfolio, and a formal presentation.	English 3	4.0
English IV Honors	English IV Honors students will study complex works from British Literature past and present. This course also includes a senior project consisting of a career essay, a 6+ page research paper, a web-based portfolio, and a formal presentation. Students taking the honors section must be self-motivated, hard-working, and willing to read and write outside class. Students should expect to write lengthier pieces with limited time.	Teacher Recommendation	4.5
English 111: Writing & Inquiry	This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This is a Universal General Education Transfer Component (UGETC) course that satisfies English Composition. Taught in person and on campus, this 2 part course is designed in a manner equivalent to a college-level and/or AP course. Students will be expected to complete college-level work while demonstrating self-efficacy and effective time management. Students should be prepared for increased pace and rigor in the classroom along with more advanced concepts and curriculum. When taken in conjunction with English 111, English 232, and English 242, this course fulfills the English 3 and 4 requirements. Textbook: <i>The Norton Field Guide to Writing</i>	Teacher Recommendation & AB Tech Dual Enrollment application	5.0

English			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
English 112: Writing & Research in the Discipline (Dual Enrollment with AB Tech)	<p>This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. This is a Universal General Education Transfer Component (UGETC) course that satisfies English Composition.</p> <p>Taught in person and on campus, this 2 part course is designed in a manner equivalent to a college-level and/or AP course. Students will be expected to complete college-level work while demonstrating self-efficacy and effective time management. Students should be prepared for increased pace and rigor in the classroom along with more advanced concepts and curriculum.</p> <p>When taken in conjunction with English 111, English 232, and English 242, this course fulfills the English 3 and 4 requirements.</p>	C or better in English 111	5.0
English 232: American Literature II (Dual Enrollment with AB Tech)	<p>This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course requires a research paper. This is a Universal General Education Transfer Component (UGETC) course that satisfies Humanities/Fine Arts.</p> <p>Taught in person and on campus, this 2 part course is designed in a manner equivalent to a college-level and/or AP course. Students will be expected to complete college-level work while demonstrating self-efficacy and effective time management. Students should be prepared for increased pace and rigor in the classroom along with more advanced concepts and curriculum.</p>	C or better in English 111 & 112	5.0

English			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	<p>When taken in conjunction with English 111 & 112, this course fulfills the English III graduation requirement.</p>		
English 242: British Literature II	<p>This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. Reading a nineteenth-century novel is required. This is a Universal General Education Transfer Component (UGETC) course that satisfies Humanities/Fine Arts.</p> <p>Taught in person and on campus, this 2 part course is designed in a manner equivalent to a college-level and/or AP course. Students will be expected to complete college-level work while demonstrating self-efficacy and effective time management. Students should be prepared for increased pace and rigor in the classroom along with more advanced concepts and curriculum.</p> <p>When taken in conjunction with English 111 & 112, this course fulfills the English IV graduation requirement.</p>	C or better in English 111, 112 & 232	5.0

Math Graduation Requirements and Course Flowchart



Math Graduation Requirements

- Math I
- Math II
- Math III
- 4th Math Course (Math 4, AP PreCalc, or AP Stats)

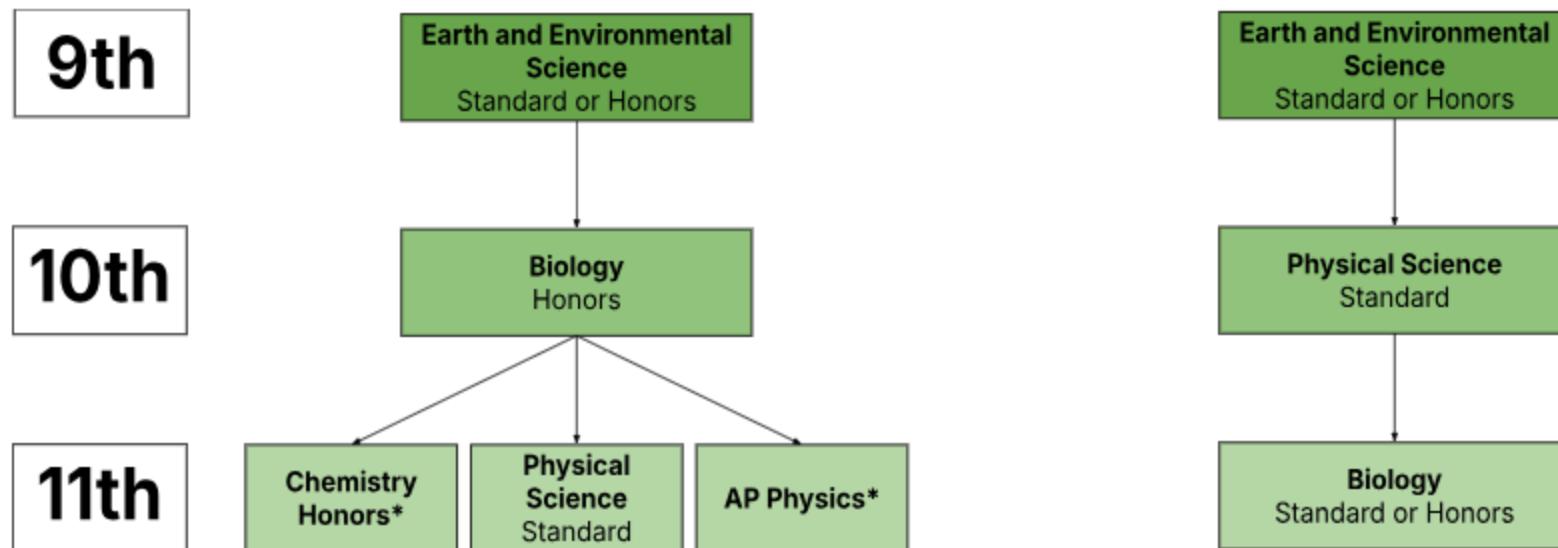
Math			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Foundations of Math I	A foundational class that offers opportunities for students needing significant support in math. This class is available for students who have been recommended by their support team. Taken concurrently with Math 1.	Teacher Recommendation	4.0
NC Math I	Students will study equations, introduction to function notation, linear functions, introduction to exponential and quadratic functions, systems of equations and inequalities and descriptive statistics. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking. At the end of the course, students will take the NC EOC Final Exam.		4.0
NC Math I Honors	Students will study equations, introduction to function notation, linear functions, introduction to exponential and quadratic functions, systems of equations and inequalities and descriptive statistics. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking. An honors math course is a quicker paced course with an expectation of in-depth explanations of mathematical thinking, collaboration with others and presentations of mathematics to class and/or the community. At the course's conclusion, students will take the NC EOC Final Exam.	Teacher Recommendation	4.5
NC Math II	Students will study transformations of functions & geometric objects, similarity & congruence, quadratic functions, square root & inverse variation, relationships in triangles, introduction to trigonometry, and probability. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking. Students will take a Final Exam at the end of the course.	NC Math I	4.0

Math			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
NC Math II Honors	<p>Students will take an in-depth look at transformations of functions and geometric objects, similarity and congruence, quadratic functions, square root and inverse variation, relationships in triangles, introduction to trigonometry, and probability. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking.</p> <p>An honors math course is a quicker paced course with an expectation of in-depth explanations of mathematical thinking, collaboration with others and presentations of mathematics to class and/or the community. Students will take a Final Exam at the end of the course.</p>	Teacher Recommendation	4.5
NC Math III	<p>Students will study functions and their inverses, polynomial, rational, exponential, logarithmic, trigonometric and piecewise functions, modeling and reasoning geometrically and statistics. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking. At the end of the course, students will take the North Carolina End of Course Test.</p>	NC Math II	4.0
NC Math III Honors	<p>Students will study functions and their inverses, polynomial, rational, exponential, logarithmic, trigonometric and piecewise functions, modeling and reasoning geometrically and statistics. Students will work toward mastery of the standards of mathematical practices which includes persevering, modeling, and critiquing others mathematical thinking.</p> <p>An honors math course is a quicker paced course with an expectation of in-depth explanations of mathematical thinking, collaboration with others and presentations of mathematics to class and/or the community. At the end of the course, students will take the North Carolina End of Course Test.</p>	Teacher Recommendation	4.5

Math			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
NC Math IV Honors	The course is designed for students majoring in non-STEM fields. Students will learn various topics (graph theory, voting, matrices, scheduling, function analysis, etc.) NOT in Math 1-3 and how these topics apply to various careers. The emphasis of this course is to prepare students for potential careers and/or a technical school. At the end of the course students will present a final portfolio encompassing all units from the course.	NC Math 3	4.5
Advanced Placement Pre-Calculus	AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. Completion of this course will prepare students for calculus and the AP Exam in May. *May be taken concurrently with AP Statistics.	Teacher Recommendation and Signed AP Contract	5.0
Advanced Placement Statistics	AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Completion of this course will prepare students for Statistics in college and the AP Exam in May. *May be taken concurrently with AP Pre-Calculus or AP Calculus.	Teacher Recommendation and Signed AP Contract	5.0

Math			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Advanced Placement Calculus AB	<p>AP Calculus AB will focus on limits, derivatives, intervals and the fundamental theorem of calculus. Students will focus on the mathematical practices for AP Calculus; reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, building notational fluency, and communication. Completion of this course will prepare students for Calculus in college and the AP exam in May.</p> <p>* May be taken concurrently with AP Statistics.</p>	Teacher Recommendation and Signed AP Contract	5.0

Science Graduation Requirements and Course Flowchart



Students who want to attend a 4-year college are encouraged to take an additional credit or more of lab science courses.

Science Graduation Requirements

- Earth and Environmental Science
- Standard or Honors Biology (by end of 11th grade)
- One **Physical Science Lab Course:** Physical Science, Chemistry Honors, or AP Physics

* Prefer Math 2 concurrently or prior

** Prefer completion of Biology

Science			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Earth and Environmental Science	<p>Students will learn about the Earth in 5 major aspects:</p> <ol style="list-style-type: none"> 1. Earth's position in space 2. Hydrology 3. Meteorology 4. Geology 5. Conservation of resources <p>This course is one of three required sciences to be taken in NC. Students will take a teacher-made exam at the end of the course.</p>		4.0
Earth and Environmental Science Honors	<p>Students will learn about the Earth in 5 major aspects:</p> <ol style="list-style-type: none"> 1. Earth's position in space 2. Hydrology 3. Meteorology 4. Geology 5. Conservation of resources <p>In the honors course, students must do more in depth work and projects in, which may include research.</p> <p>This course is one of three required sciences to be taken in NC. Students will take a teacher-made exam at the end of the course.</p>	Teacher Recommendation	4.5
Biology	<p>Students will learn about living organisms in 5 major aspects:</p> <ol style="list-style-type: none"> 1. Biochemistry 2. Cells 3. Genetics 4. Natural Selection 5. Diversity of Organisms <p>This course is one of three required sciences to be taken in NC. Students will take the North Carolina End-of-Course test at the end of the course.</p>		4.0

Science			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Biology Honors	<p>Students will learn about living organisms in 5 major aspects:</p> <ol style="list-style-type: none"> 1. Biochemistry 2. Cells 3. Genetics 4. Natural Selection 5. Diversity of Organisms <p>In the honors course, students must do more in depth work and projects in, which may include research.</p> <p>This course is one of three required sciences to be taken in NC. Students will take the North Carolina End-of-Course test at the end of the course.</p>	Teacher Recommendation	4.5
Physical Science	<p>Physical Science is one of the three "Physical Sciences" that a student may choose from. The others are Physics and Chemistry.</p> <p>Physical Science is a science class that explores the introductory concepts of Chemistry and Physics. Students will take a teacher-made exam at the end of the course.</p>		4.0
Chemistry Honors	<p>Chemistry is one of the three "Physical Sciences" that a student may choose from. The others are Physics and Physical Science. This is a science class based heavily on atomic theory and mathematical calculation.</p> <p>This class covers Atomic Theory, Electrons, Periodic Table, Periodic Trends, Chemical Bonding, Chemical Reactions, the Mole concept, Gas Laws, Solutions, Stoichiometry, and Energy. Students will take a teacher-made exam at the end of the course.</p>	Teacher Recommendation	4.5

Science			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Advanced Placement Biology	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Students will take the AP exam in May.	Teacher Recommendation and Signed AP Contract Successful completion of Biology Successful completion of Chemistry is preferred or concurrently enrolled in Chemistry	5.0
Advanced Placement Environmental Science	The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. Students will take the AP exam in May. *May be offered alternate years	Teacher Recommendation and Signed AP Contract Successful completion of 2 of the following: Biology, Physics, Chemistry	5.0

Science			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Advanced Placement Chemistry	<p>AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Students will take the AP exam in May.</p> <p>*May be offered alternate years</p>	<p>Teacher Recommendation and Signed AP Contract</p> <p>Successful completion of Chemistry and Math II</p>	5.0
Advanced Placement Physics 1: Algebra Based	<p>AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Students will take the AP exam in May.</p> <p>*May be offered alternate years</p>	<p>Teacher recommendation and signed AP Contract</p> <p>Successful completion of Math II</p>	5.0

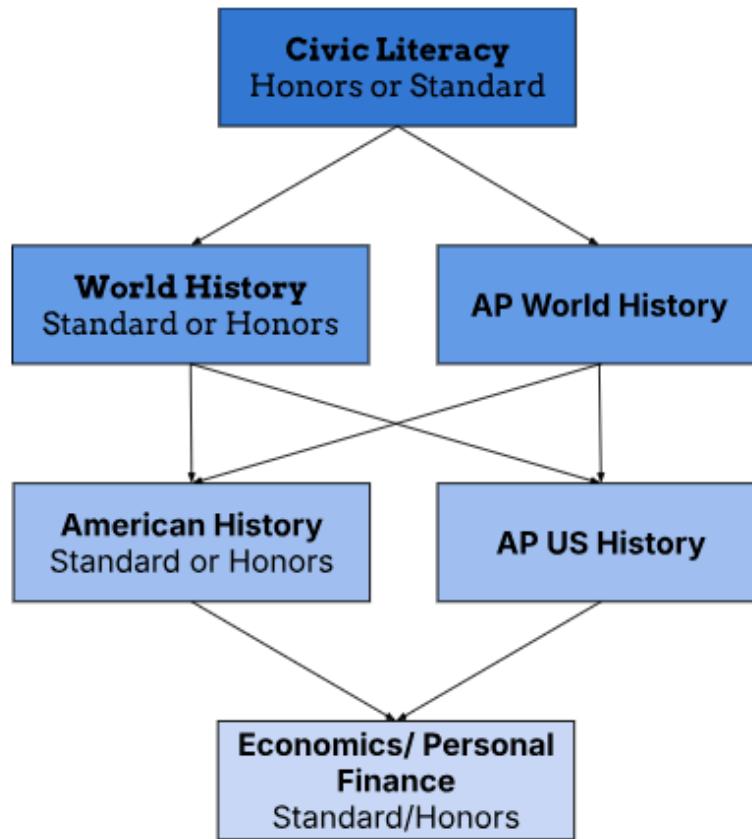
History Graduation Requirements and Course Flowchart

9th

10th

11th

12th



History Graduation Requirements

- Civic Literacy
- World History
- American History
- Economics and Personal Finance

History			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Civic Literacy/ American History: Foundation Principles, Civics and Economics	Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.		4.0
Civic Literacy/ American History: Foundation Principles, Civics and Economics Honors	Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.	Teacher Recommendation	4.5

History			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
World History	This World History course is an exploratory examination of history from the early civilization through the modern era. Along the way we will uncover information about topics such as the Greeks, Romans, Renaissance and Reformation, Industrial Revolution, World Wars and many other time periods in history. You will develop a greater understanding of the global processes and contact, including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students will take a Final Exam at the end of the course.		4.0
World History Honors	A more rigorous version of World History that meets the same requirements but focuses heavily on primary source reading, historical research, and written analysis. Writing assignments will be an integral part of the student's grade. The topics will be similar to those in World History, but will be covered more in-depth and at a faster pace. Students will take a Final Exam at the end of the course.	Teacher Recommendation	4.5
Advanced Placement World History: Modern	AP World History is a challenging course that explores the expansive history of the human world from the beginnings of settled societies to the present day. This course will help enable you to develop a greater understanding of the evolution of global processes, contacts and interactions over time, the causes and consequences of changes in international frameworks, and to compare societies in different regions and in different time periods to one another. AP World History is equivalent to an introductory college survey course and therefore relies heavily on college-level resources. Students will explore intellectual, cultural, political, diplomatic, social, and economic developments. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing,	Teacher Recommendation and Signed AP Contract	5.0

History			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	<p>and analysis of a variety of original documents. Throughout the year, students will be introduced to typical questions used on the AP Exam which is administered in May. Like college students, students are expected to read the assigned pages as given and take notes on the information given. A variety of learning opportunities will be given to foster the development of skills required to analyze points, interpret evidence, and create plausible historical arguments. We will also do simulations and debates that will address questions about human commonalities and differences and the historical context of culturally diverse ideas and values. Students will take the AP Exam in the Spring.</p> <p>*This course satisfies the graduation requirement for World History.</p>		
American History	From Pre-Columbian History until Modern Day, the new US American History curriculum takes us from the beginning native cultures of this land to our current day issues and solutions. A survey course, it is designed to touch on the themes of American life and significant movements in our history. Students will work with primary and secondary documents to understand the issues through the eyes of those who lived them and analyze their significance in modern history.		4.0
American History Honors	<p>From Pre-Columbian History until Modern Day, the new US History curriculum takes us from the beginning native cultures of this land to our current day issues and solutions. A survey course, it is designed to touch on the themes of American life and significant movements in our history. Students will work with primary and secondary documents to understand the issues through the eyes of those who lived them and analyze their significance in modern history.</p> <p>The Honors class will include a Spring research paper on a topic of student choice.</p>	Teacher Recommendation	4.5

History			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Advanced Placement United States History	AP United States History is a two-semester course that offers an issue-oriented approach in the study of the people of the US and their history from the Pre-Columbian period to the present. The class is taught in accordance with the AP United States History curriculum framework. Major themes that make America exceptional will be explored in great detail. The course is designed to encourage students to use historical facts and evidence while creating deeper conceptual understandings of critical developments in US history. Students will take the AP exam in the Spring.	Teacher Recommendation and Signed AP Contract	5.0
Economics & Personal Finance	This course shall provide instruction on economic principles and personal financial literacy instruction that shall include the following: the true cost of credit, choosing & managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, planning and paying for postsecondary education and other relevant financial literacy issues. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.		4.0
Economics & Personal Finance Honors	This course shall provide instruction on economic principles and personal financial literacy instruction that shall include the following: the true cost of credit, choosing & managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, planning and paying for postsecondary education and other relevant financial literacy issues. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.	Teacher Recommendation	4.5

World Language			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Spanish I	<p>The goal for Spanish I is for students to begin to build a lexicon (vocabulary). This newly built vocabulary will help to support the acquisition of the most commonly used verbs, also known as: the Super-7 and Sweet-16 verbs. Students will be exposed primarily to present and past tense forms of these verbs, however, they will begin to be exposed to other forms as well if the situation requires their use. Instruction will be given almost entirely in Spanish, at least 90% of the class time. However, teachers will shelter the language in order to ensure that students comprehend as close to 100% of the input that they are receiving. Students will not be expected to produce output (speak) on their own. The focus of Spanish I is on comprehension. Instructors will use Comprehensible Input via communicative activities, tasks, and discussions in order to provide the input that learners need. Students will take a Final Exam at the end of the course.</p>		4.0
Spanish II	<p>Spanish II is ultimately a continuation of the exposure that students received in Spanish I. Spanish II will continue to focus on the Super-7 and Sweet-16 verbs in both the present and past tense while continuing to grow the learners lexicon (vocabulary). Instruction will be given almost entirely in Spanish, aiming for at least 90% of the class time in Spanish. However, teachers will shelter the language in order to ensure that students comprehend as close to 100% of the input they are receiving. Students will be expected to produce a limited amount of spoken Spanish. Like in Spanish I, the focus is on comprehension. Instructors will use Comprehensible Input via communicative activities, tasks, and discussions in order to provide the input learners need. Students will take a Final Exam at the end of the course.</p>	Spanish I	4.0
Spanish III Honors	<p>By the time students reach Spanish III, they will have had a firm foundation in the most frequently used vocab as well as the Super-7 and Sweet-16 verbs. Spanish III will expand on the forms of the Super-7 and Sweet-16 verbs while also exposing students to more challenging print and listening material.</p>	Spanish II Teacher Recommendation	4.5

World Language			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	Instructors will still use Comprehensible Input via communicative activities, tasks, and discussions. The language is still sheltered and as close to 100% comprehension by our students is still our goal. At this point, students will be guided through more production based activities and a heavier focus will be placed on writing and speaking in Spanish. Students will take a Final Exam at the end of the course.		
Spanish IV Honors	Spanish IV is a continuation of Spanish III where we continue to explore the past, present, future, conditional, and subjunctive forms of the Super-7 and Sweet-16 verbs, however students will continue to be exposed to many more verbs and vocab. Instruction will be given using Comprehensible Input via communicative activities, tasks, and discussions. Students will be asked to write and speak with less guidance and more spontaneous output will be expected. That being said, comprehension is still a major focus. Students will take a Final Exam at the end of the course.	Spanish III Teacher Recommendation	4.5
AP Spanish Language and Culture	The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This course will require students to speak in Spanish. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).	Teacher Recommendation and Signed AP Contract	5.0

Physical Education			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Health and PE	In Health and PE, students will engage in a variety of health topics as well as participate in physical education components. The physical education component will include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance of consumer health, learning sound decision-making to prevent the use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships. Students will take a Final Exam at the end of the course.		4.0
Weight Training	The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats, cleans, and bench press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitnessgram assessments throughout the semester.	Health and PE	4.0
Advanced Weight Training	This course is for students who participate in a variety of sports and is designed to teach safety while maximizing muscle development through a series of lifts and conditioning. Students will be taught how to develop in the areas of cardiovascular endurance, strength, speed, quickness and flexibility. This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains throughout the course.	Weight Training or teacher recommendation	4.0

Fine Arts Courses

Band			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Symphonic Winds	This course is available to students in grades 9-12 that would like to continue learning about instrumental music performance but may not have time or interest in preparing music at the level of difficulty found in the Wind Symphony course. This group will perform at all scheduled concerts during the school year. At the end of the course students will take a final exam.	Beginner Band, Audition or Director Approval	4.0
Wind Symphony	Students in the Wind Symphony will practice and perform at the highest level. Members of this band are expected to be mature and ready to be challenged musically, intellectually, technically and conceptually. This band performs at least five concerts per year including four regularly scheduled concerts, the Fine Arts 5k, the Carowinds Music Festival, and the high school graduation ceremony. Members of this band are also expected to audition for the WNC All District Band and attend sectionals to prepare for MPA performances. Wind Symphony enrolls 9th through 12th grade students and all public performances are required. Students will take a Final Exam at the end of the course.	Beginner Band, Audition or Director Approval	4.0
Wind Symphony Honors	Students should select "Wind Symphony" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year: Students are required to audition for All-District Band, attend two (2) performances outside of IC Imagine and complete reviews based on MPA criteria, attend two (2) IC Imagine Fine Arts events that are not band concerts, and participate in the District Solo and Ensemble Competition. Wind Symphony enrolls 9th through 12th grade students and all public performances are required. Students will take a Final Exam at the end of the course.	Beginner Band, Audition or Director Approval,	4.5

Band			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Jazz Band	This class focuses on learning the Jazz style, Jazz history, soloing, performing as a small ensemble, and is open to all band members in the Symphonic Band or Wind Symphony or by audition.	Beginner Band, Audition or Director Approval	4.0
Jazz Band Honors	<p>This class focuses on learning the Jazz style, Jazz history, soloing, performing as a small ensemble, and is open to all band members in the Symphonic Band or Wind Symphony or by audition.</p> <p>In order to earn Honors level credit, Jazz Band students must audition for the All Region Jazz Ensemble. Additionally, they will perform a solo in class at least once per quarter.</p>	Beginner Band, Audition or Director Approval	4.5

Choral Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Upper School Mixed Chorus	<p>This course explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Assessments require students to record/perform individual singing excerpts and sight reading for submission to the teacher. Students in the Upper School Chorus are also required to participate in one concert each quarter as a major part of their grade, as well as one off campus performance. Students will take a Final Exam at the end of the course.</p>		4.0
Upper School Mixed Chorus Honors	<p>Students should select "Upper School Chorus" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year:</p> <p>Students are required to audition for the Mars Hill University Choral Festival, complete two reviews based on MPA criteria on another Imagine Choral group, attend two (2) IC Imagine Fine Arts events that are not chorus concerts, and prepare and perform a piece in the Solo and Small Ensemble Music Performance Adjudications in the Spring. Students will take a Final Exam at the end of the course.</p>		4.5
Mixed Chamber Choir	<p>This is an upper-level performance opportunity offered to experienced choral students who are accomplished in vocal performance. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements, including form and text. Assessments do require students to record/perform individual singing excerpts and sight reading for submission to the teacher. Students are also required to participate in one concert each quarter as a major part of their grade, as well as one off campus performance. Students will take a Final Exam at the end of the course.</p>	1 Year of Mixed Concert Chorus, Audition or Director Approval	4.0

Choral Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Mixed Chamber Choir Honors	<p>Students should select "Mixed Chamber Choir" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year:</p> <p>Students are required to audition for the Mars Hill University Choral Festival, complete two reviews based on MPA criteria on another Imagine Choral group, attend two (2) IC Imagine Fine Arts events that are not chorus concerts, and prepare and perform a piece in the Solo and Small Ensemble Music Performance Adjudications in the Spring. Students will take a Final Exam at the end of the course.</p>	1 Year of Mixed Concert Chorus, Audition or Director Approval	4.5
Section Ensemble Honors	<p>This course explores choral music for specific vocal sections of the chorus from a wide variety of cultures and time periods through study and performance. The class will focus on small ensemble vocal work, as well as Soprano/Alto sectional work and Tenor/Bass sectional work. The core curriculum emphasizes the basics of vocal technique for each vocal part, sight-reading, music theory, and music history.</p> <p>Assessments require students to record/perform individual singing excerpts and sight reading for submission to the teacher. Members of this ensemble are also required to participate in one concert each quarter, as a major part of their grade, as well as one off campus performance. Students will take a Final Exam at the end of the course.</p>	1 Year of Mixed Concert Chorus, Enrollment in another Chorus, Audition or Director Approval	4.5

Theatre Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Theatre I	<p>This course explores theatre through the ages. We study the history of both western and non-western theatre as well as differences in storytelling. Students will explore and convert literary works to stage pieces. Students also learn important life skills that they will utilize. This class will have a performance each semester that is a major part of their grade. Students will take a Final Exam at the end of the course.</p>		4.0
Theatre I Honors	<p>Students should select "Theater 1" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year:</p> <p>Students are required to add four (4) pieces to their personal portfolio throughout the year, attend two (2) performances outside IC Imagine and submit a review using ITS criteria, work backstage at the Middle School fall play, and compete in the IC Imagine Theatre Festival in the spring. Students will take a Final Exam at the end of the course.</p>		4.5
Theatre II	<p>This course will focus on the student as an actor. We will work with monologues, partner and small group scenes, and improvisation and pantomime. Students will build their performance and audition portfolio through the course of the year. This class will have a performance each quarter that is a major part of their grade. Students will take a Final Exam at the end of the course.</p>	Middle School Theatre or Theatre I	4.0
Theatre II Honors	<p>Students should select "Theater 2" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year:</p> <p>Students are required to add four (4) pieces to their personal portfolio throughout the year, attend two (2) performances outside IC Imagine and submit a review using ITS criteria, work backstage at the Middle School fall</p>	Middle School Theatre or Theatre I	4.5

Theatre Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	play, and compete in the IC Imagine Theatre Festival in the spring. Students will take a Final Exam at the end of the course.		
Advanced Theater	This course will focus on the student as both actor and designer. Students will learn about the offstage as well as onstage aspects of theater. They will have the opportunity to design/direct student-led productions. This class will have a performance each quarter that is a major part of their grade. Two performances will be student-led. Students will also be expected to work with younger members of the IC Imagine Theatre Department throughout the year. Students will take a Final Exam at the end of the course.	Teacher Recommendation, Audition	4.0
Advanced Theater Honors	Students should select "Advanced Theater" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year: Students are required to add four (4) pieces to their personal portfolio throughout the year, attend two (2) performances outside IC Imagine and submit a review using ITS criteria, work backstage at the Middle School fall play, and compete in the IC Imagine Theatre Festival in the spring. Students will take a Final Exam at the end of the course.	Teacher Recommendation, Audition	4.5
Technical Theater Honors	This intensive course is designed for students who are more focused on the behind-the-scenes aspect of theater. Coursework will be broken down into the four major areas of technical theater: sets, lights, sound, and costumes. Students will also learn, and be expected to design, program, and execute work for select shows. This is a project-heavy class. Students are required to work on all school productions, complete two (2) or more projects or designs per quarter, and completely design a class show. Students will take a Final Exam at the end of the course.	Theater 1 & Teacher Recommendation	4.5

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Visual Arts I	This course is an introductory survey of visual arts through drawing, painting, printmaking, sculpture and mixed media. Emphasis is on the study and use of Elements of Art and Principles of Design. Students will explore the context of art in our world and begin to develop critical responses. Students will take a Final Exam at the end of the course.		4.0
Visual Arts I Honors	Students should select "Visual Arts I" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year: Students are required to submit work to two (2) school or local art contests, submit work to two (2) national level art contests, visit two (2) galleries or museums and submit a review of one piece of artwork from those visits. Students will take a Final Exam at the end of the course.	Teacher Recommendation	4.5
Visual Arts II ("Drawing & Painting" II)	This course is a continuation of study in visual arts through techniques and processes in the areas of drawing, painting, printmaking. Emphasis is placed on critical thinking and development of problem-solving skills. Students will begin to take a more personal approach in their art. Conducting critiques, evaluating works of art, and examining the economics of art is explored. Students will take a Final Exam at the end of the course.	Honors Middle School Art or Visual Arts I	4.0
Visual Arts II Honors	Students should select "Visual Arts II" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year: Students are required to submit work to two (2) school or local art contests, submit work to two (2) national level art contests, visit two (2) galleries or museums and submit a review of one piece of artwork from those visits. Students will take a Final Exam at the end of the course.	Honors Middle School Art or Art I, Teacher Recommendation	4.5

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Visual Arts III ("Drawing & Painting" III)	This course is designed for more in-depth concentrated study of the fine arts. Students will be required to maintain a portfolio of artwork that showcases technical skill and personal style. Students should be self-directed and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art and examining art in historical and cultural contexts will be conducted. Students will take a Final Exam at the end of the course.	Visual Arts II	4.0
Visual Arts III Honors	Students should select "Visual Arts III" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year: Students are required to submit work to two (2) school or local art contests, submit work to two (2) national level art contests, visit two (2) galleries or museums and submit a review of one piece of artwork from those visits, and be a member of the National Art Honors Society. Students will take a Final Exam at the end of the course.	Visual Arts II, Teacher Recommendation	4.5
Visual Arts IV ("Drawing & Painting" IV)	The focus of this course is the development of a personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students will be expected to exhibit their portfolio. Students will take a Final Exam at the end of the course.	Visual Arts III	4.0
Visual Arts IV Honors	Students should select "Visual Arts IV" and will be given an opportunity to earn honors credit by meeting the following criteria over the course of the year:	Visual Arts III, Teacher Recommendation	4.5

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	<p>Students are required to submit work to two (2) school or local art contests, submit work to two (2) national level art contests, visit two (2) galleries or museums and submit a review of one piece of artwork from those visits, and be a member of the National Art Honors Society. Students are also required to create a portfolio with at least five (5) pieces by the end of the year. Students will take a Final Exam at the end of the course.</p>		
Advanced Placement Studio Art: 2-D Design	AP 2-D Art and Design is an introductory college-level art course. Students will develop skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as they learn the principles of 2-D design. They will create artwork that reflects their own ideas and skills and what they've learned. Students must submit a portfolio of artwork to the College Board for evaluation at the end of the school year. They will upload digital images of their work and commentary online.	Teacher Recommendation and Signed AP Contract	5.0
Advanced Placement Studio Art : 3-D Design	AP 3-D Art and Design is an introductory college-level art course. Students will develop skills in a Three-dimensional medium such as ceramics, glass and other mixed media processes while they learn the principles of 3-D design. They will create artwork that reflects their own ideas and skills and what they've learned. Students must submit a portfolio of artwork to the College Board for evaluation at the end of the school year. They will upload digital images of their work and commentary online.	Teacher Recommendation and Signed AP Contract	5.0
AP Art History	This course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students are expected to take the AP exam in the spring.	Teacher Recommendation and Signed AP Contract	5.0

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Photography I	Students will learn the basics of digital photography, including the use of Photopea software and its applications. Students will also study the elements of art and the principles of design as shown through photography as well as the role of compositional techniques, and will photograph, manipulate, and print a wide variety of quality photographic art works to create a process portfolio. Students will take a Final Exam at the end of the course.		4.0
Photography II	Students will expand on the basics learned in digital photography 1. , including the use of Photopea software and its applications. Students will focus on photographic and artistic styles, as well as the role of compositional techniques, and will photograph, manipulate, and print a wide variety of quality photographic art works that are an expression of their growing voice and understanding of the photographic process. Students will take a Final Exam at the end of the course.	Photography I	4.0
Applied Arts	Students will look at real life applications and materials used to create everyday objects. This class will explore the arts that often fall under the category of arts and crafts. In addition, students will explore the design process behind the creation of practical everyday objects and how art/design fits into business and everyday life. Students will learn about the design process and then apply those principles to your own designs. Some areas students will explore will be textile, weaving with a variety of materials, jewelry design and construction as well as, clothing, furniture, Logo design, and architecture. Through creative projects, students will learn real life skills from sewing, to graphic design.		4.0
Ceramics 1	Students will design and produce a variety of sculptures using basic ceramic techniques and materials. They will also study sculptural art history, the elements and principles of design, critiquing, and aesthetics. This class will be a combination of basic ceramics techniques Students will take a Final Exam at the end of the course.	Must be in 10th-12th grade OR Teacher recommendation for 9th grade	4.0

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Ceramics II	Students will design and produce a variety of sculptural and functional work using ceramic techniques to create a process portfolio (a collection of finished artworks, self-evaluations, idea sketches, handouts, notes, and critiques). They will also study sculptural art history, the elements and principles of design, critiquing, and aesthetics. Activities will include constructing relief sculptures as well as sculptures in the round using additive, subtractive other varied processes and materials. This class will be an expansion of basic ceramics techniques, wheel throwing techniques and the use of other sculptural materials. Students will take a Final Exam at the end of the course.	Ceramics I	4.0
Ceramics III	Students will design and produce a variety of sculptural and functional works based on the ceramic techniques learned in the previous 2 levels, to create a process portfolio (a collection of finished artworks, self-evaluations, idea sketches, handouts, notes, and critiques). They will also study sculptural art history, the elements and principles of design, critiquing, and functional works based on the ceramic techniques learned in the previous 2 levels, to create a process portfolio (a collection of finished artworks, self-evaluations, idea sketches, handouts, notes, and critiques). They will also study sculptural art history, the elements and principles of design, critiquing, and aesthetics. Activities will include constructing relief sculptures as well as sculptures in the round using additive, subtractive other varied processes and materials. This class will be an expansion of basic ceramics techniques, wheel throwing techniques and the use of other sculptural materials. Students will take a Final Exam at the end of the course.	Ceramics II	4.0
3-D Sculpture	Students will design and produce a variety of sculptural and functional works in many different media. They will also study sculptural art history, the elements and principles of design, critiquing, and aesthetics. Students will take a Final Exam at the end of the course.		4.0

Visual Arts			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Introduction to Stained Glass Design (Stained Glass I)	Students will have the opportunity to explore the art of stained glass. Students will learn the historical significance, artistic techniques, and practical applications of stained glass art while developing creative and technical skills. The class will emphasize hands-on learning, with students creating their own stained glass project.	Visual Arts I	4.0
Stained Glass II	Stained Glass II provides students with an advanced exploration of the art and craftsmanship of stained glass design. Building upon foundational skills from Stained Glass I, this course challenges students to apply creative problem-solving, advanced construction techniques, and design innovation. Students will produce original works that demonstrate both technical mastery and personal artistic expression. This course supports the school's Fine Arts vision by fostering creativity, craftsmanship, and real-world application through opportunities such as the Winter Market and school art exhibitions, where students may display and sell their work.	Introduction to Stained Glass Design or Instructor Approval	4.0

Additional Fine Arts Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Music Theory	Music theory is a course designed for the advanced musician to more thoroughly understand the components of music and music composition. This class will enable the student to successfully complete basic college theory classes as well as be able to compose music and understand the guidelines used in music composed by others. It is required that students can already read music and have been a member of one of our music ensembles before taking this course. Students will take a Final Exam at the end of the course.	Band or Chorus	4.0
Advanced Placement Music Theory	AP Music Theory is a college level theory course where students learn to recognize, understand, and describe the basic materials and processes of music. They develop skills by listening to, reading, writing, and performing a wide variety of music. It is required that students can already read and write musical notation and have been a member of one of our music ensembles before taking this course. Completion of this course will prepare students for music theory in college and the AP exam in May.	Band or Chorus	5.0
Fine Arts Independent Study	Independent study programs are intended to supplement the curriculum already established by each of the major Fine Arts areas. An independent study is intended to encompass rigorous learning activities for students who have a strong desire to study a subject in depth. Students interested in securing an independent study must contact prospective teachers to collaborate on a proposed course outline including goals and objectives that must be accomplished by the end of the course. The independent study contract will also identify appropriate resource materials and define strategies by which the student can successfully master the stated objectives.	Independent Study Contract Administrative Approval Juniors and Seniors only	4.0

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Academic Essentials	This course allows students to receive support in targeted areas that are documented as individual needs by their support team. This class can only be taken if they have been recommended. Students will take a Final Exam at the end of the course.	Students with IEPs Case manager recommendation	4.0
Independent Study	Independent study programs are intended to supplement the curriculum already established by a specific content teacher. An independent study is intended to encompass rigorous learning activities for students who have a strong desire to study a subject in depth. Students interested in securing an independent study must contact prospective teachers to collaborate on a proposed course outline including goals and objectives that must be accomplished by the end of the course. The independent study contract will also identify appropriate resource materials and define strategies by which the student can successfully master the stated objectives.	Independent Study Contract, Administrative Approval	4.0
World Mythology	World Mythology offers an overview of mythology and its connection to ancient and current cultures. Students will study myths, legends, and folklore drawn from the Middle East, Northern Europe, the British Isles, the Far East and Pacific Islands, Africa, and the Americas. Students should have foundational writing skills. The final project will be a culmination of the knowledge acquired throughout the course and take the form of a self-selected, research-based formal presentation.		4.0
Yearbook Honors	Calling students who have a passion for storytelling and a dedication to our school! This course will instruct students on the essentials of creating a published product from start to finish. From photography and interview skills, caption and article writing, software literacy and digital layout, students will apply their knowledge to meet deadlines and design a themed yearbook for our K-12 school. Some outside of school events are required.	Application Required	4.5

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Journalism I	Fundamentals of Journalism and Strategic Communication is designed to introduce students to the basics of written and broadcast Journalism. In this course, students will learn and practice information gathering and writing across the disciplines of journalism and strategic communication. This includes newswriting, reporting, interviewing, persuasive opinion writing, advertising, etc... Additionally, students will explore various ways of communicating information and study its impacts, including photojournalism, documentaries, and podcasts. Students in this course will apply their skills to meet deadlines and produce the monthly Upper School Student Newsletter/Social Media and Upper School Newscast.		4.0
Journalism II Honors	This is a highly independent, responsible, and work driven, project-based class. As a member of the Journalism Staff, students will operate as a real news staff: researching, writing, and filming productions for the IC Imagine student body and community at large, including the Student Newscast, social media posts, TV slides, weekly articles, and a monthly newsletter.	Successful completion of Journalism I Teacher Recommendation	4.5
Horticulture	Horticulture is an introductory course into the world of Horticultural Science (Plant Science/Botany). Topics range from career and leadership skills to plant growth, plant anatomy, soils and nutrients, insect and disease management, and plant identification. This course will also include hands-on activities whenever possible.		4.0
Advanced Placement Micro-Economics	AP Microeconomics is a challenging course that studies the behavior of how individuals, groups and businesses make decisions to allocate limited resources. It also examines how these behaviors and decisions affect the supply and demand for goods and services, which determine prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services. This is done in the context of various market structures such as perfect competition and monopoly.	Teacher Recommendation and Signed AP Contract	5.0

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	<p>AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.</p> <p>Students will be exposed to typical AP questions throughout the year to help them prepare for the AP exam. Since this is a college course, students will be expected to complete assigned readings, notetaking and other activities outside of class time in order to make the most of class time together.</p> <p>Students will complete a variety of activities to foster learning in the classroom. Students will take the AP exam in the Spring.</p>		
Google Suites	This course is a project-based course that develops career and communication skills through Google Suite. Students will learn how to collect, analyze, and present data using a variety of tools in Google Suite (Gmail, Slides, Sheets, Forms, Sites, etc.). By the end of the course, students will be eligible to be certified in Google Workspaces.		4.0
Survey to Technical Careers and Trades	This course is designed to give a brief introduction to many of the trades and technical careers that are available to students. The curriculum would be beneficial to students who are not planning on seeking an academic degree at a 4-year college/university or who just want to explore other technical career paths. During this course students will explore the basic responsibilities, tasks, daily routines, certifications, and education requirements for a variety of trades. Students will get hands-on experience in each trade area. At the end of the year, students would develop a plan of action with steps needed to get certified or gain skills needed for their technical career of interest. Careers explored in this class include but are not limited to Carpentry, Electrical trades, Plumbing, Tile/masonry, Dry Wall,	Must be in 10th-12th grade	4.0

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
	Mechanics, Surveying, Land Development, Locksmithing, Engineering, Logistics, Arborist/Forestry, Military, Emergency Services, Medical Technicians, Business Ownership, Veterinary Services, Food Services, Cosmetology, and Brewing.		
Survey of Popular Culture	<p>Culture is the process through which people make symbolic meaning out of the world. Popular culture is mass produced culture that everyone has access to. Whether it is the latest hit song that a person hears everywhere from the grocery store to Spotify, or it is a new video game that people are obsessed with, popular culture pervades everyday life. Therefore, it is critically important to study popular culture in order to assess its social, political, cultural, and economic impact on American society.</p> <p>This course will demonstrate to students the overall importance of popular culture in their lives. The course will focus on television, film, advertising, popular music, and computer cyberspace, with occasional forays into other types of popular culture. We will explore the ways that language is used to construct the world around us through popular culture. This class will be a scholarly approach to popular culture that will use a critical approach to understand the uses of popular culture. The class will examine how ideas, values, and beliefs are constructed through and reflected by popular culture.</p>		4.0
World Cultures and Geography	<p>Are you interested in the world and its people? This course will study the 5 themes of geography: Location, Place, Region, Human-Environment Interaction and Movement. The class will explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Students will apply their learning to current events and problem solving. Students will take a Final Exam at the end of the course.</p>		4.0

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Film History	This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning, students will be introduced to the basic "building blocks" and formal elements that make up the film as well as some fundamental principles of analysis, genre, style, performance and storytelling. The class includes weekly readings, screenings, and short writing assignments. Students will take a Final Exam at the end of the course.		4.0
Psychology	The course will survey introductory topics such as learning, memory, sensation & perception, personality, lifespan development, physiological basis of behavior, stress & health, psychological disorders, social psychology, schools of thought and research methods. Students will take a Final Exam at the end of the course.		4.0
Advanced Placement Human Geography	Are you interested in the people of the world and how they live? This course explores economic, social, political, and environmental issues through the lens of geography. By exploring human influences and patterns, students can better understand the world around them, make predictions, and propose solutions to current issues. Students will investigate geographic perspectives and analyze historical and current patterns of migration, population, political organization of space, agriculture, food production, land use, industrialization and economic development. Students will take the AP exam in the Spring.	Teacher Recommendation and Signed AP Contract	5.0
Speech and Debate Honors	In the first semester, students will learn and practice the skills related to public speaking. They will plan, write, and present on a range of topics including many that students may choose. In the second semester, students will learn the skills related to argumentation and group collaboration. Students will primarily research, plan, and engage in academic debates on relevant, real-world topics that the class elects.	English 1 Available to students in grades 10th-12th	4.0

Elective Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Sports Management	<p>This course introduces the introductory concepts of sports management. Topics covered include administrative philosophy, sport governance, diversity issues, marketing, licensing, communications, budget and finance, legal issues and sports economics. Analysis of current and future trends in sports management will also be addressed.</p> <p>A study of the principles involved in successful sports/event planning and management including, facility operations, risk management, stakeholder management, accounting and financial planning, planning and designing the environment, sponsorships, promotion and atmospherics.</p> <p>Students will develop a broad set of skills, but some of the most important are critical thinking, problem-solving, communication, and attention to details. This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities and to sport principles as they apply to management, leadership style, communication, motivation and entrepreneurship.</p>		4.0

Project Lead the Way Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Computer Science Essentials	In Computer Science Essentials, students will start with visual, block-based programming and smoothly transition to text-based languages like Python®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them.		TBD
Engineering Essentials	Engineering Essentials is a course designed to be a high school student's first exposure to the PLTW Engineering program. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.		TBD
Introduction to Engineering Design	Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.	Engineering Essentials	TBD
Principles of Engineering	Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.	Engineering Essentials	TBD
Principles of BioMedical Science	From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.		TBD

Project Lead the Way Courses			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Human Body Systems	Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.	Principles of BioMedical Science	TBD
Medical Interventions	Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content.	Human Body Systems	TBD

Computer Science			
Course	Course Description	Prerequisite	Quality Points (Weighted GPA)
Artificial Intelligence*	Explore artificial intelligence and its impact on society. Utilize artificial intelligence with coding in multiple programming languages. Develop artificial intelligence programs that make use of sensory data, numerical data, and data sets. Gain the knowledge and skills for careers in the Digital Technology and Computer Science Career Cluster.		4.0

**Required for the Class of 2030 and beyond*

Additional Learning Opportunities

Distance Learning/Online Courses opportunities are available through AB Tech, NCVPS, and NCSSM. An overview of these opportunities is included below.

Distance learning opportunities provide students with these opportunities:

- Flexible scheduling
- Individualized pacing
- Earn high school and/or college credits
- Use college credit courses to meet/replace high school graduation requirements
- Enroll in courses not offered in your high school
- Develop computer skills and capacity for independent learning
- With some exceptions, these opportunities are most widely available *during junior and senior year*.

Enrollment in these courses requires the approval of the school counselor, and the student's legal guardian. Courses which are a direct replacement for core classes that are offered face-to-face can only be offered under special conditions, such as a schedule conflict which might prevent the student from maximizing their educational outcomes, or an enriched 4-year pathway (e.g., an accelerated CCP transfer pathway) developed in collaboration with the school counselor.

Please contact your school counselor for more information.

AB Tech College & Career Promise

AB Tech's College and Career Promise Program gives high school juniors and seniors a chance to take classes at other schools at no cost to the student, and many times they are able to earn both high school and college credit for those courses. Some courses are offered online, while others require a student to be able to drive to campus for their class.

Students are able to follow two different pathways at AB Tech depending on their postsecondary goals:

- **College Transfer Pathways** can lead to the completion of at least thirty semester hours of transfer courses for qualified junior and senior high school students. These courses transfer to all 16 campuses of the University of North Carolina system, as well as many private colleges in the state.
- **Career Technical Education Pathways** lead to a certificate or diploma and prepare students to enter the workforce post-graduation.

To qualify for the College Transfer Pathway, students must have a **2.8 unweighted GPA** and be a rising junior or senior to apply. If they do not meet the GPA requirement, but are interested in a CTE pathway, they may be eligible for a GPA Waiver form.

If a student is interested in AB Tech Dual Enrollment, the steps are as follows:

- **Step 1:** During class registration for the 26-27 school year, please indicate on your registration sheet that you are interested in learning more about Dual Enrollment. Your counselor will then meet with you in the spring to discuss your options and help you complete the AB Tech application.
- **Step 2:** Students who enroll in one or more AB Tech courses, will be required to submit a signed "Dual Enrollment Contract" which includes parent's signature.
- **Step 3:** Once you're registered for AB Tech courses, you will work individually with your school counselor to update your course selections to make room for a "Distance Learning Lab" class.

For more information, contact your school counselor.

AB Tech Considerations

- Some classes start after the high school semester has begun, but **many courses start before the first day of the high school semester; students must start attending (or logging on to) those classes before returning to high school for the semester.** Additionally, AB Tech follows their own academic calendar which means students are responsible for completing classwork during IC Imagine holidays.
- Many courses in the transfer pathways are available online, and can be taken during any class period (students will be scheduled for 1 period of distance learning lab.)
- While tuition is free, many courses still require students to purchase textbooks and/or other materials.
- Select courses are available in the summer.
- Most AB Tech classes do not meet every day of the week; however, students are able to access online coursework at any hour of any day.
- Students who withdraw or fail an AB Tech course will receive "W" or "F" on their high school and AB Tech transcripts and will be encouraged to retake the course. Multiple withdrawals and/or failing grades could affect a student's ability to access financial aid when attending college after graduation.
- Students who want to register for AB Tech classes should speak to their school counselor; however, to speak to an AB Tech representative, contact the division at ccp@abtech.edu or 828-398-7900.

North Carolina Virtual Public Schools (NCVPS)

North Carolina Virtual Public Schools (NCVPS) awards high school course credits to students who successfully complete online core courses, Advanced Placement courses, and/or honors courses. Students may use NCVPS online courses to meet high school graduation requirements or enhance transcripts for college applications. Students should meet with their school counselor to enroll in an NCVPS online high school course and have the course added to their schedule. NCVPS Distance Learning Advisors (DLA) at the school will complete the registration process. For additional information regarding NCVPS, visit <http://www.ncvps.org/>. In order to qualify for NCVPS courses, a student should have either a GPA above 3.0 OR the approval of an administrator/counselor, based on the endorsement of prior teachers. Students must also be self-motivated, demonstrate computer literacy and meet all prerequisites for the virtual course. Special offerings, such as OCS courses, will be subject to different qualifications.

[**CLICK HERE TO VIEW NCVPS ONLINE HIGH SCHOOL COURSES**](#)

North Carolina School of Science and Math (NCSSM)

North Carolina School of Science and Math (NCSSM) NCSSM offers students the opportunity to take courses from their high school catalog while at their home high school. While these courses are online, they are synchronous and require careful scheduling. All NCSSM courses are rigorous, earning either honors or AP credit. Prior teacher recommendation may be required; students must be self-motivated, demonstrate computer literacy and meet all prerequisites for the virtual course. Please see your school counselor for more information about this opportunity.

[**CLICK HERE TO VIEW NCSSM ONLINE HIGH SCHOOL COURSES**](#)

Summer School at IC Imagine

In some cases, students find themselves one or two credits short of having enough to graduate on time or move to the next grade level with their classmates. Summer school is offered only to students who have attempted and failed a course required to graduate. Students may recover credits during summer school. Course offerings are based on need and staff availability. Priority will be given to students who need the credits to graduate on time or to get back on track toward graduation. Students are limited to recovering a total of 2 credits (1 course/credit will be recovered during each session.)