HIGH SCHOOL PLANNING GUIDE

2025-2026

Your future. Our focus.

DAVIDSON COUNTY SCHOOLS

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HOW TO USE THIS RESOURCE

In this document, we attempt to include all of the information that students, parents, counselors, career development coordinators, and administrators need to guide students on a successful path to the high school diploma in Davidson County Schools. The information provided is the most accurate available at the time of printing, but it is recommended that you work closely with your school counselors and administration to be aware of any changes based on actions of the Davidson County Schools Board of Education, the NC State Board of Education, the NC General Assembly, and/or the NC Community College System.

- The ***High School Diploma*** **and** ***Diploma Endorsements*** sections provide information about diploma requirements and diploma endorsements in Davidson County Schools.
- ***Earning Credits*** includes details about the various ways students can earn credits towards a high school diploma.
- The ***Grading, Promotion, and Eligibility*** section includes a variety of topics associated with making academic progress.
- The ***Academic Opportunities*** section outlines a variety of academic prospects available to our students.
- ***Testing Information*** summarizes the required tests associated with courses in Davidson County Schools, as well as information about college and career readiness testing.
- The section entitled, ***Registration and Schedule Information*** will assist students, parents, counselors, and administrators in navigating an efficient and effective registration and scheduling process.
- The ***Course Catalog*** section of this document includes courses offered in Davidson County Schools.
- **While each one of our high schools will offer the courses required for a diploma, not all elective courses will be offered at all high schools**. Each school will provide students and parents with a Course Selection/Registration document during the spring semester that outlines the courses available to students in each grade level at their high school. Additionally, students may enroll in courses offered at other high schools as space is available (cross enrollment); through Davidson-Davie Community College (either in person or online); online through the North Carolina Virtual Public School (NCVPS); and/or through eLearning. More information about these opportunities can be found in this publication. All courses are available to all persons without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or handicap.

Special Note: This guide is as accurate as possible on the date of publication, but please be aware that additional changes in course offerings may be necessary to accommodate student needs and interests and to comply with changing state requirements. High school counselors and administrators will have the latest information, should changes be necessary.

Future Ready Course of Study Graduation Requirements

Content Area	Students Entering Grade 9 in 2021-22; 2022-23; 2023-24; 2024-25	Students Entering Grade 9 in 2025-2026	Students Entering Grade 9 in 2026-2027
English (4 credits)	• English I • English II • English III • English IV	• English I • English II • English III • English IV	• English I • English II • English III • English IV
Math (4 credits)	• Math I • Math II • Math III • A fourth math course aligned with post high school plans	• Math I • Math II • Math III • A fourth math course aligned with post high school plans	• Math I • Math II • Math III • A fourth math course aligned with post high school plans
Science (3 credits)	• One course in earth and environmental science • Biology • A physical science course	• One course in earth and environmental science • Biology • A physical science course	• One course in earth and environmental science • Biology • A physical science course
Social Studies (4 credits)	• World History • Founding Principles of US & NC: Civic Literacy • American History • Economics and Personal Finance	• World History • Founding Principles of US & NC: Civic Literacy • American History • Economics and Personal Finance	• World History • Founding Principles of US & NC: Civic Literacy • American History • Economics and Personal Finance
Health/PE (1 credit)	• Health/PE course • CPR completion	• Health/PE course • CPR completion	• Health/PE course • CPR completion
Electives (6 credits)	• Two elective course credits in any combination of the following content areas: o Career and Technical Education; o Visual or Performing arts; or o World Language • Four elective course credits in any combination of the following content areas: o Career & Technical Education; o Visual or Performing arts education; o ROTC; or o Any other content area	• One course credit in Visual or Performing arts • Two additional credits in any combination of the following content areas: o Career and Technical Education; o Visual or Performing arts; o World Language • Three elective course credits in any other content area	• One credit in a Computer Science course • One course credit in Visual or Performing arts • Two additional credits in any combination of the following content areas: o Career and Technical Education; o Visual or Performing arts; o World Language • Two elective course credits in any other content area
Total Credits	22	22	22
World Language (UNC System Minimum Admission Requirements)	• 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 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 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.**)

Occupational Course of Study Graduation Requirements
(Qualifying Students Only)

Content Area	Students Entering Grade 9 in 2020-2021	Students Entering Grade 9 in 2021-2022
English	• English I • English II • English III • English IV	• English I • English II • English III • English IV
Math	• Introduction to Math • Math I • Financial Management	• Introduction to Math • Math I • Financial Management • Employment Preparation IV: Math (to include 150 work hours)
Science	• Biology • Applied Science	• Biology • Applied Science • Employment Preparation I: Science (to include 150 work hours)
Social Studies	• Civic Literacy • Economics and Personal Finance	• Civic Literacy • Economics and Personal Finance • Employment Preparation II: Citizenship 1A (to include 75 work hours) • Employment Preparation II: Citizenship IB (to include 75 work hours)
Health/PE	• Health/PE course • CPR completion	• Health/PE course • CPR completion
Electives	• Occupational Prep I or Employment Preparation I: Sci • Occupational Prep II or Employment Preparation II: Citizenship 1A and IB • Occupational Prep III or Employment Prep III: Citizenship 2A and 2B • Occupational Preparation IV or Employment Preparation IV: Math • Two additional electives (if needed)	• Employment Preparation III: Citizenship II A (to include 75 work hours) • Employment Preparation III: Citizenship II A (to include 75 work hours)
CTE Electives	• 4 elective credits in career and technical education	• 4 elective credits in career and technical education
Total Credits	22	22
Work Hours (600)	• 150 hours of school-based training with work activities and experiences that align with student's post school goals • 225 hours of community-based training • 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 service hours • A career portfolio	• 150 hours of school-based training with work activities and experiences that align with student's post school goals • 225 hours of community-based training • 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 service hours • A career portfolio

DIPLOMA ENDORSEMENTS

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Students in North Carolina public schools may earn 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 careers and/or college. Students may earn more than one diploma endorsement. Students are not required to earn an endorsement in order to receive a diploma.

COLLEGE ENDORSEMENT

- Complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra 2, Math 1, 2, 3 or Integrated Math 1, 2, 3 and a fourth mathematics course aligned with the student's post-secondary plans. The fourth math course must meet UNC system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the NC Community College System's Multiple Measures Placement policy.
- Earn an unweighted grade point average of at least **2.6**.
- Meet the **ACT (22)** or **SAT (480)** reading benchmark

COLLEGE/UNC ENDORSEMENT

- Complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra 2, Math 1, 2, 3 or Integrated Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, Math 3 **or** Integrated Mathematics 3 as a prerequisite
- Complete three units of science including at least one physical science with a lab, one life science, and one additional science course.
- Complete U.S. History or equivalent coursework.
- Complete two additional academic courses from English, mathematics, science, social studies, world languages, or computer sciences.
- Earn a weighted grade point average of at least **2.5**.
- Meet the **ACT (22)** or **SAT (480)** reading benchmark.

CAREER ENDORSEMENT

- Except as limited by N.C.G.S. §115C-81(b), complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra 2, Math 1, 2, 3 or Integrated Math 1, 2, 3 and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.
- Complete a CTE concentration in one of the approved CTE Cluster areas.
- Earn an unweighted grade point average of at least **2.6**.
- Earn at least one industry-recognized credential including Career Readiness Certificates at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification.
- Meet the **ACT (22)** or **SAT (480)** reading benchmark.

GLOBAL LANGUAGES ENDORSEMENT (SEAL OF BILITERACY)

- The student shall demonstrate mastery of the English language with one of the following:
    - Complete English IV or equivalent course and earn a cumulative, unweighted grade point average of at least 2.5 for all English coursework required for graduation.
    - Use the Credit by Demonstrated Mastery policy to complete the English IV course required for graduation;
    - Take a nationally norm-referenced external exam approved by NCDPI and achieve a score that meets the English requirement as noted on the approved list.
- The student shall demonstrate mastery of a World Language by earning Intermediate Mid proficiency or higher on the ACTFL proficiency scale in each language with one of the following:
    - Complete a Level IV or higher course in a World Language and earn a cumulative, unweighted grade point average of at least 2.5 for all World Language coursework in that language.
    - Use the Credit by Demonstrated Mastery (CCRE-001) to complete a Level IV or higher course in a World Language, including the home and heritage languages used across North Carolina
    - Take a nationally or internationally norm-referenced external exam approved by NCDPI and achieve a score of Intermediate Mid or higher in that language.

NORTH CAROLINA ACADEMIC SCHOLARS ENDORSEMENT

- Complete the Future-Ready Core mathematics sequence of Math 1, 2, 3; Algebra I, Geometry, Algebra 2; or Integrated Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with either Math 3, Algebra 2, or Integrated Mathematics 3 as a prerequisite.
- Complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
- Complete four units of social studies including World History, American History: Founding Principles, Civics and Economics, American History I and American History 2.
- Complete two units of the same world language (other than English).

- Complete four elective credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another subject area.
- Complete at least five higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement®, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses.
- The student shall earn an unweighted grade point average of at least **3.50**.

ARTS ENDORSEMENT

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

NC CITIZENSHIP PROFICIENCY ENDORSEMENT

The student shall earn a score of 80% or higher on a test composed of questions from the United States Citizenship and Immigration Services (USCIS) immigration and naturalization test. NCDPI will develop and distribute the test**.**

EARNING CREDITS

The primary reason students attend high school is to earn credits toward a high school diploma. Our vision in DCS is to prepare students to enter the world ready to navigate challenges and construct successes. One of the key pieces of evidence we use to determine high school student success is the number of credits students are earning and whether or not they are making adequate progress toward graduation. Students have a variety of ways to earn credits in our system. Our intent is to create varied avenues to achieve the same ultimate goal: graduating all students on time and ready for career and college success. The following section outlines the details for traditional and non-traditional means of earning credits.

In DCS, a minimum of **22 credits** is required to earn a diploma: It is recommended that students earn 28 credits. Requirements to earn a credit for a course:

1) An overall final grade of **60 or better** for the course*
2) No more than **8** absences per course per semester

*Teacher standards account for **80%** of the course grade, and the exam (unless exempt) accounts for **20%** of the course grade (5% for students following the Occupational Course of Study).

CREDIT BY DEMONSTRATED MASTERY (CDM)

NC State Board of Education Policy GCS-M-001.13 allows for Credit by Demonstrated Mastery (CDM), a process by which schools award credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time. Credit is awarded based on a body of evidence. CDM should be pursued by students who truly want to benefit from a more challenging learning experience and move towards advanced coursework sooner during the high school years as noted below:

- CDM is a way for highly-advanced students to benefit from subject-level acceleration, as opposed to whole-grade acceleration.
- All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses.

Applications for CDM become available in the fall semester, and Phase 1 of the two-phase assessment process begins in February. Students who are successful in Phase 1 proceed to Phase 2 during March/April. More information is available on the DCS web page under Curriculum and Instruction (Secondary Education). **CDM courses will not earn grades or quality points towards GPA**. Credit for CDM courses will be granted to meet graduation requirements. Unsuccessful attempts will not be recorded on the student's transcript or affect student grades.

When a student and family are considering the CDM process, it is critical that a member of the school CDM team or school counselor provide advice on the long-term implications of earning CDM and beginning a path of accelerated coursework. A plan should be developed to outline the possible course pathways a student may have the opportunity to take in high school to replace the courses, such as AP courses, NC Virtual Public School enrollment, CCP courses, and even early graduation options. Parents and students need to be aware of the implications of CDM as it relates to external organizations. Several of the most common external organizations with which a student may interact during high school or following high school graduation include the North Carolina High School Athletic Association (NCHSAA), the National Collegiate Athletic Association (NCAA), the UNC system, and the North Carolina Community College system. Parents and students need to be aware of the implications this may or may not have on extra-curricular and athletic opportunities in high school and for NCAA Eligibility for college sports. The CDM process for World Languages has unique criteria that are outlined in more detail and can be accessed with the help of school personnel.

CREDIT RECOVERY

When students are unsuccessful at earning a credit for a required course, credit recovery may be an option for the student to earn the credit without repeating the entire course. Credit recovery refers to a block of instruction that is less than the entirety of the Standard Course of Study for a particular course. Credit recovery content is delivered to the student through modules in an online platform. The Learning Management System (LMS) or "platform" for credit recovery used in DCS is Edgenuity. A student advancement coach is assigned to help facilitate the process. Students engage in learning activities and assessments and must achieve an overall passing average and maintain attendance as outlined in the DCS attendance policy to earn the credit. **Students must take the final exam of the course that they want to recover, as well as earn at least a 50. If a student has finished their first credit recovery course with no more than 8 absences, they keep that credit. If, by the time they have finished the second credit recovery course in the same semester they have exceeded 8 absences, they do not earn the credit for the second course.**

Davidson County Schools has established criteria for determining students who are eligible for credit recovery. This criteria is outlined on the *DCS Credit Recovery Contract* which will be provided to students and parents for signatures when the student is identified as eligible by school staff for a credit recovery course. Students receive a grade of Pass ("P") or Fail ("F") and the grade will have no effect upon the student's GPA because the purpose of Credit Recovery is to earn credits toward a diploma. The credit recovery course will be a new entry on the transcript with a grade of Pass/Fail. **The original course and the original grade will remain a part of the transcript.** If a student fails to complete the course in its entirety by the deadline, he/she will receive an F on the transcript. A student's post-secondary plans should be considered when making the decision to
a course for credit. For NCAA eligibility, students are required to complete all activities in a course, regardless of their ability to demonstrate mastery. For NCHSAA eligibility, students must ensure they are enrolled in a number of courses that is at least equal to one less than the maximum number of courses available per the high school schedule. For instance, **students in a high school on a block schedule must be enrolled in at least three courses of a possible four**. **A credit recovery course is not accepted for CTE articulated credit at DDCC or by the NCAA Clearinghouse for college athletics**.

TRANSFER CREDITS

Davidson County Schools will honor all courses, grades, and credits reported on an NC standardized transcript. Students transferring into DCS from a private, home, and/or online school are not guaranteed that all credits earned through those institutions will be included on the DCS high school transcript. Credits earned from non-accredited programs will not be listed on the DCS transcript.

- Transcripts received from other states will be evaluated using guidelines for NC transcripts in accordance to the course coding structure of NC schools.
- Transfer credits for students entering into public school from a state-approved home school will be evaluated in accordance with DCS Board of Education Policy 6.35.
- Transfer credits for students entering from an accredited online school will be evaluated by the Coordinator of Student Services.

REPEATING A COURSE FOR CREDIT

When a student is unsuccessful at earning a credit for a course, it may be appropriate for the student to repeat the course instead of participating in credit recovery. *Repeating a course for credit* refers to a high school course repeated via any delivery method when the entire Standard Course of Study for that course is being taught to the student for a second time. This does not apply when a course has been dropped or is incomplete. The course can be repeated at any academic level if it aligns with the same graduation requirement of the previously failed course. As available, NCVPS courses may be repeated via face-to-face format and vice versa. Students who transfer and

wish to repeat a course not offered by the school or district may repeat the course via NCVPS if available. A student's post-secondary plans should be considered when making the decision to repeat a course.

Students repeating a course for credit will receive a numeric grade. Students who have already scored at Level 3, 4, or 5 on the End-of-Course (EOC) assessment may elect either to retake the EOC or use the previous passing score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Upon completion of the repeated course, the new course grade shall replace the previous grade on the student's transcript if a *Grade Suppression Application* is completed. "Grade suppression" is the technical process that removes a grade from display on transcript and GPA/class rank calculations after a course has been repeated for credit. An improved final grade will have a positive effect on the student's overall GPA. **If a student passes a course, he/she will be allowed to retake the course for a higher grade if they made a final grade of a C or lower.**.

DCS students who are unsuccessful with earning credit for a CCP course may repeat that course; however, if they fail an additional course, they will not be allowed to enroll in CCP courses in the future. In order to maintain eligibility for continued enrollment in a pathway (College Transfer or CTE), a student must continue to make progress toward graduation as outlined in G.S. 115C-105.35 and maintain a **2.0** GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's *Satisfactory Academic Progress* policy (in addition to penalties on the high school transcript).

Repeating a course for credit on the college transcript according to the Davidson-Davie Community policy is different from the high school procedures and transcript reporting. The policy for repeating courses at DDCC states that students may repeat a course for which they received a grade of "C" or below a maximum of two times, with the third attempt requiring permission from the Dean/Associate Dean. If a course is repeated, the highest grade earned will be used in calculating the student's **college** grade point average (GPA); however, the high school transcript will remain unchanged, as **there is no grade suppression policy in place for CCP courses in DCS**.

GRADING, PROMOTION, and ELIGIBILITY

GRADING AND DIFFERENTIAL WEIGHTING STANDARDS

In compliance with State Board of Education guidelines and G.S. 116-11, certain specified high school courses that have a highly challenging level of academic difficulty will be identified as weighted courses. The system of weighting courses will follow guidelines established by the NCDPI. The purpose of establishing a weighted course system is primarily to provide encouragement for those students who participate in courses designated as weighted. A weighted grade point average (GPA) provides an equitable representation of the student's academic course selection and performance as relative to the total curriculum. The chart below illustrates these distinctions.

Final Course Grade		**Differential Quality Points Factored into GPA**			
Letter Grade	Numerical Grade	Standard	Honors	AP	CCP*
A	90-100	4.00	4.5	5.00	5.00
B	80-89	3.00	3.5	4.00	4.00
C	70-79	2.00	2.5	3.00	3.00
D	60-69	1.00	1.5	2.00	2.00
F	≤ 59	0	0	0	.0

*A select few CTE CCP courses are considered "inherently honors" courses. CTE "inherently honors" community college courses receive "honors" weight (0.5 GPA) Added Value): Nutrition for Foodservice, Baking I, Nursing Assistant I, Criminology, Juvenile Justice, Criminal Law, Criminal Law Part A, Criminal Law Part B.

PROMOTION STANDARDS

Promotion standards for high school students will be determined based on the maximum potential of credits earned. Maximum potential is defined as the total number of high school credits a student has had the opportunity to earn. Typically, students have the opportunity to earn eight (8) credits per year. To earn credits, students must meet teacher standards and attendance standards for each course. DCS students follow the block schedule, and typically, students have the opportunity to earn thirty-two (32) credits before graduation (at minimum). High school principals will promote students at the end of the academic year (**no mid-year promotions after the fall semester**).

- To be promoted to grade 10 and be a **sophomore**, a student must earn no less than his/her maximum potential minus two (2) credits. This typically equates to **six (6)** credits.
- To be promoted to grade 11 and be a **junior**, a student must earn no less than his/her maximum potential minus three (3) credits. This typically equates to **thirteen (13)** credits.
- To be promoted to grade 12 and be a **senior**, a student must earn no less than the number of credits required for a diploma minus eight (8) credits. This equates to **twenty (20)** credits.
- To earn a diploma and graduate from DCS, a student must earn **twenty-two (22)** credits, but 28 credits are recommended.

THREE-YEAR GRADUATES

According to state statute (16 NCAC 06D.0510), Davidson County Schools offers a three-year graduation plan for students who would like to graduate early. A Three-Year Graduation Plan is implemented as an alternative diploma that meets all graduation requirements of the North Carolina Department of Public Instruction. An administrator from the student's high school or the PSU shall meet with the student and, if the student is under 18 years of age and not emancipated, the student's parent or legal guardian, to discuss the implications of graduating after three years. The administrator shall address, at minimum, the following topics:
(1) Plans for transitioning into higher education, employment, or enlistment in the Armed Forces of the United States
(2) Discontinued access to high school services and programming, including extracurricular activities and interscholastic athletics
(3) Support structures available to the student in the high school environment, such as nutrition and school counseling services, which will no longer be available upon graduation
More information regarding three-year graduation plans can be received from student services or school administration.

ATTENDANCE

Students who exceed **eight (8) absences** per class per semester for any reason shall not receive grade/course credit unless they are granted a waiver from the attendance policy by the principal for an absence(s). See Davidson County Board Policy 6.4 for more information.

CLASS RANK

The weighted course system GPA is utilized to determine class rank. Class rank is not used to designate a valedictorian and salutatorian. Graduates are recognized during commencement ceremonies pursuant to Policy 6.5.1 High School Graduation Requirements, Subsection C. Special Circumstances. Class rank is cumulative, utilizes the weighted GPA, and is calculated at the end of each semester. All students are included in the ranking.

Junior Marshals, who serve during commencement exercises and during the Senior Awards Day Program, are chosen on the basis of their cumulative class ranks. All grades continuing through the first semester are included in determining cumulative class rank.

HIGH SCHOOL TRANSCRIPTS

The high school transcript is a record of academic accomplishments throughout high school. It lists all courses taken by a student as well as when the courses were taken and what final grade was earned. Every student enrolled in high school has a transcript, which is updated at the end of each semester when final grades are posted. The transcript also contains personal information such as birthdate, student number, and address. High school transcripts are analyzed periodically to ensure that students are taking the appropriate courses to meet graduation requirements, especially during registration when students select courses for the next school year. The high school transcript is one of many pieces of information which will be analyzed by college admissions personnel when students apply to college. The transcript contains a student's GPA and rank in comparison to other students in his/her graduating class. It also shows the difficulty of courses taken (honors or Advanced Placement®) so that admissions personnel can determine a student's readiness for college-level work. High school graduates seeking

employment may need proof of graduation when applying for a job. An official final high school transcript lists the date of graduation and serves as proof that a high school diploma was earned.

- Only the final grade is listed on the transcript.
- Quarter and mid-term grades are not listed on the high school transcript.
- Discipline records are not listed on the high school transcript. However, many college applications will ask if a student has been suspended from school, so behavior infractions can negatively impact admissions.
- Courses taken outside of DCS may or may not be included on the high school transcript. Please see information in the TRANSFER CREDITS section for explanation.

For further questions regarding transcripts, students and parents should speak to school counselors in the Student Services Department at the high school. School counselors can advise whether students are on track to graduate and are taking courses to be competitive in the college application process depending on the colleges of interest.

GRADUATION CEREMONIES

In order to participate in commencement, students must have earned all credits required to earn a diploma.

- **Early Graduation**-Students who complete the required number of credits at the end of seven consecutive semesters may be awarded their diploma and participate in a district commencement ceremony during the winter, typically in January/February, or the student may elect to participate in the commencement ceremony with their high school in the spring. Students may only graduate early if they have never failed a course.
- **Spring Graduation**-Students who complete the required number of credits during the spring semester of their senior year will be awarded their diploma and may elect to participate in their school's commencement ceremony. High schools collect a fee from students who participate to offset ceremony costs.
- **Summer Graduation**- Students who complete the required number of credits during the summer will be awarded their diploma and may elect to participate in a district commencement ceremony.

ACADEMIC RECOGNITION AT GRADUATION CEREMONIES

Any recognition awarded and presented at commencement must be based upon established academic criteria associated with the school. Any recognition awarded and presented to be worn at graduation should have academic criteria associated with the school. An honor awarded by any other organization or institution (i.e. American Red Cross, Boy Scouts, etc.) should not be included as part of the school's commencement regalia.The following honor award recognitions are considered appropriate for the 21st Century. Honor graduates will be recognized according to the following distinctions:

- *SUMMA CUM LAUDE* - Students with a weighted GPA of **4.4 or greater**
- *MAGNA CUM LAUDE* - Students with a weighted GPA of **4.18 - 4.39**
- *CUM LAUDE* - Students with a weighted GPA of **3.93 - 4.17**

HONOR CORDS

Any recognition awarded and presented to be worn at graduation should have academic criteria associated with the school. An honor awarded by any other organization or institution (i.e., the American Red Cross, Boy Scouts, etc.) should not be included as part of the school's commencement regalia Beginning with the freshman class who entered high school in the fall of 2020, all graduates will follow established district honor cord guidelines.

GRADUATION SPEAKERS

Each school's senior class will elect one speaker, and each school's faculty will elect one speaker, from a pool of candidates. Speakers must (1) be a graduating senior; (2)have a weighted GPA of 4.4 or higher at the end of the first semester and maintain it through the end of the fourth quarter); and (3) be in good disciplinary standing, defined as no more than 1 assignment to ISS and no OSS during their high school career, and remain in good standing through the conclusion of their senior year.

ATHLETIC ELIGIBILITY

A student must have received credit for 70% of the courses they took during the preceding semester to be eligible at any time during the current semester. In addition, students must meet local promotion standards set by the DCS Board of Education and meet promotion standards set by the NCHSAA. A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester.

NCAA ELIGIBILITY

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and II institutions. Students who intend to participate with or without a scholarship as a freshman in college must register with and be certified as eligible by the NCAA eligibility center. Advice for students who intend to pursue an opportunity in Division I or II college athletics include the following:

- The NCAA recommends that student-athletes register at the beginning of their junior year in high school, but many students register after their junior year.
- Register online at www.eligibilitycenter.org. This website contains a "Guide for the College-Bound Student-Athlete" that can be ordered.
- For Division III – Contact the Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to www.eligibilitycenter.org.
- For additional information, please call the NCAA Initial Eligibility Center toll free at 877-262-1492.

DRIVER'S LICENSE ELIGIBILITY

Students may enroll in driver education courses at their high school when they reach the age of 14 ½ years old. After successful completion of the classroom portion, students will be enrolled in the driving portion. Students need two documents for the DMV: (1) the certificate of completion for the driver's education course; and (2) a driver eligibility certificate. The following outlines the legislation that governs driving eligibility revocation for NC students:

- Dropping Out of School Prior to Age 18--Any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked. (§ 20-11). Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.
- Disciplinary Action--Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1)). Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.
- Not Making Adequate Academic Progress--At the end of each semester, students not passing 70% of the maximum possible courses are identified, and the DMV is notified for driver permits/licenses revocations. This equates to 3 out of 4 classes on the high school block schedule. A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester unless a substantial hardship is established. The school principal or designee will determine if specific circumstances exist that constitute a hardship. Substantial hardship" means a demonstrable burden on the student or the student's family as evidenced by circumstances such as the following:
    - The parent is unable to drive due to sickness or other impairment and the student is the only person of driving age in the household.
    - The student requires transportation to and from a job that is necessary to the welfare of the student's family and the student is unable to obtain transportation by any means other than driving.
    - The student has been unable to attend school due to documented medical reasons, but the student is demonstrating the ability to maintain progress toward obtaining a high school diploma.

ACADEMIC OPPORTUNITIES AND SUPPORT

ADVANCED PLACEMENT® (AP) COURSES

AP courses are designed to match the content of entry-level college courses. This national curriculum is demanding, and its purpose is to prepare students for the exams administered in May; therefore, all students taking AP® courses are required to take the AP® exam. These rigorous courses are weighted one quality point. Students who excel in honors courses should seriously consider taking AP® courses. High school students can earn college credit if they are successful on the exams. Effective with the 2019-2020 school year, the 16 universities in the UNC system must grant credit to students who earn a score of **three or higher** according to the AP® Credit Acceptance Policy. **Upon completion of the AP® course, students MUST take the exam in order to receive AP® weight for the course. If a student does not take the AP® exam, his/her final average will be reduced by one letter grade (reduction of 10 points), and they will be charged the fee set by the College Board for an unused exam.**

School teams make decisions for AP® course offerings; thus, offerings vary from school to school. These offerings are dependent upon having enough students to schedule a class. Some courses are taught in a one-semester format, whereas others are taught in a two-semester sequence. **Students taking courses in the two-semester sequence are required to take both semesters, and may not drop the spring course if the fall course is failed**. If the AP course is taught as a two-semester course, the first semester counts as an elective course and receives honors course weight, and the AP® weight is awarded at the completion of the second semester course. **Students who register for a face-to-face AP course or for a virtual AP® course through NCVPS or eLearning may not drop the course after April 11, 2025.** Davidson County Schools offers the following face-to-face AP® courses at various high schools as staffing allotments are available:

- Biology 2 Hon/Biology
- Government & Politics: U.S.
- Intro Calc Hon/Calculus AB
- Calculus BC
- Human Geography
- Psychology
- Chemistry
- Physics 1: Algebra-Based (NCVPS)
- Environmental Science
- Computer Science Principles
- Intro Stats Hon/Statistics
- Intro American Lit Hon/English Language and Composition
- Intro British Lit Hon/English Literature and Composition
- 2-D Art and Design
- 3-D Art and Design
- Drawing
- European History
- American Studies Hon/U.S. History
- Seminar
- Research
- Pre-Calculus

DCS offers the following virtual AP® courses through eLearning as available**.** Students do not have to be fully enrolled in eLearning in order to take course(s).

- Intro to American Lit Hon/English Language and Composition
- Intro to British Lit Hon/English Literature and Composition
- Human Geography
- Government & Politics: U.S.
- Environmental Science
- Psychology
- Intro Calc Hon/Calculus AB
- Intro Stats Hon/Statistics
- American Studies Hon/U.S. History

North Carolina Virtual Public School (NCVPS) online AP® courses are taught as yearlong courses on a traditional schedule and only receive one unit of credit. Because DCS uses the block schedule, students have the option of taking two AP® online courses or one AP® and one additional online course concurrently during the same class period in order to have the potential to earn two units of credit.

ONLINE COURSE OPPORTUNITIES

Davidson County Schools endorses a variety of online course experiences through various means and platforms, including Edgenuity, the North Carolina Virtual Public School (NCVPS), eLearning, the North Carolina School of Science and Mathematics (NCSSM), and North Carolina's Career and College Promise (CCP). Students interested in enrolling in online courses should contact their school counselor or administrator during registration for information on course availability and student enrollment eligibility. Students who enroll in a virtual course must agree and adhere to the *Davidson County Schools Virtual Learning Guidelines and Expectations*. This agreement outlines the guidelines and expectations for participating students. The Davidson County Schools Attendance Policy applies for the student to earn high school credit for the course(s). Schools will offer online opportunities as outlined below:

- Courses available online only are subject to available funding.
- Only courses taken through the opportunities listed above will be placed on the high school transcript. All other online coursework taken through outside vendors will require a separate transcript from the institution awarding credit and will not be added to the student's Davidson County School's official transcript.
- Students will not be permitted to take courses online that are offered in person at their home school unless there is a scheduling conflict.
- Additional online courses may be offered to assist a student in graduating with his/her cohort.

EDGENUITY

Edgenuity provides adequate instruction for credit recovery because it addresses deficiencies in students' skill levels. However, it does not provide sufficient instruction for North Carolina courses required for a diploma, as the courses are not fully aligned with the NC Standard Course of Study. The only pre-approved initial credit courses for DCS students via Edgenuity are *Online Learning and Digital Citizenship* and *Financial Math*. For rare instances and circumstances, the Coordinator of Student Services may be contacted to assist a school with student placement into an initial credit course via Edgenuity with the prior approval of the Director of Secondary Education**.**

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

North Carolina Virtual Public School (NCVPS) virtual courses provide opportunities for students to learn in an online environment through courses developed and taught by highly qualified teachers employed by the North Carolina Department of Public Instruction. Students will be assigned to a learning lab during the day and must be in attendance. Students may be enrolled in a North Carolina Virtual Public School (NCVPS) course for the following reasons:

- A face-to-face course the student requested at registration will not work with the student's schedule.
- The student desires to take an Advanced Placement® course not offered by the school or via the DCS Virtual Academy.
- The student desires to complete a world language course not offered by the school.

Summer and 5th period NCVPS classes must be pre-approved by the Director of Secondary Education. To continue taking NCVPS classes, students must maintain a minimum grade of a "C" in any NCVPS course in which they are enrolled. The Student Advancement Coach will maintain a document to record the progress of all students assigned to an NCVPS course; this document must be updated bi-weekly. If a student is not successful in an NCVPS course, it is not recommended the student be placed into any other distance learning option (online CCP or NCVPS).

eLearning (CROSS ENROLLMENT)

eLearning courses provide opportunities for students to learn in an asynchronous online environment through courses that are developed and taught by highly qualified teachers employed by Davidson County Schools. Courses are self-paced, requiring a level of self-motivation and independence. Students interested in enrolling in eLearning courses should contact their school counselor during registration for additional information. Course offerings are dependent upon course availability and student enrollment. Students should not enroll in eLearning courses if the course is offered face-to-face in their school building unless there is a scheduling conflict. Students who enroll in eLearning courses must adhere to the outlined guidelines and expectations. Goals for offering eLearning courses are as follows:

- Increase access to learning opportunities for students
- Foster mastery of new knowledge while maintaining high academic standards
- Develop the digital literacy skills and competencies needed to ensure that learners are prepared for the future

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

Students who wish to immerse themselves in academic opportunities unavailable at most schools may apply in **January of their sophomore year.** Students must have taken the ACT or SAT for score submission, which typically does not occur until junior year. Options exist for talented juniors and seniors, including a two-year residential program, a two-year online program, and open enrollment/distance education courses. Programs are offered tuition-free, and required textbooks are provided for semester courses. Additional information is available from your school counselor and at https://www.ncssm.edu/.

CAREER AND COLLEGE PROMISE

Career and College Promise (CCP) is the umbrella term under which all dual enrollment programs operate. It provides seamless college and high school educational opportunities for eligible high school students in North Carolina. DCS has a strong partnership and board-approved Memorandum of Understanding (MOU) with Davidson-Davie Community College. The community college offers a variety of courses in the College Transfer pathway and in the Career and Technical Education pathway. Interested high school students should work with a school counselor/career development coordinator to determine eligibility for a program. The state weighting system awards the equivalent of one (1) quality point to the grade earned on community college courses included on the most recent Comprehensive Articulation Agreement Transfer List. **Policies and procedures for community colleges vary drastically from those at the high school level. Therefore, it is important to note that students who enroll in community college courses will be governed by the policies and procedures for Davidson County Schools for course enrollment and withdrawals**. While these courses provide great opportunities for our students, students remain the responsibility of DCS and are high school students first.

CCP STUDENT EXPECTATIONS

The following outlines the expectations for students who are approved to enroll in community college courses:

- Students will be enrolled in community college courses by their high school's administration. **A high school student may not directly enroll, drop, or change a class with community college staff**.
- DDCC currently operates primarily on an 8-week schedule. This means that students must enroll in 2 courses for each period. Students may enroll in no more than 3 DDCC classes per 8 weeks (6 per semester).
- Community College courses are not typically scheduled to meet 5 days/week. Students must report either to the community college or to their school five days a week for each period unless their principal and parent/guardian(s) have completed the *DCS Period Release Form* under very limited and unique circumstances.
- Students are expected to abide by the *DCS Attendance policy* for the days they report to their school, and the attendance expectations outlined by DDCC instructor(s) for the days they report to the college. **Attendance will be documented by the Student Advancement Coach for the days/periods in which students should report to the school. Consequences for skipping can be applied by principals for students who do not report.**
- For the days/times that the DDCC course does not meet, students have the following options:
    - Take another CCP course during the same time period that meets face-to-face in order to compensate for the "off" days.
    - Take an initial credit of 21st Century World Geography or Success 101 through Edgenuity. The student will report to their Student Advancement Coach to work on this course.
    - Take an initial credit opportunity through NCVPS. The student will report to their Student Advancement Coach on the "off" days to work on this course.
    - Take a non-credit learning lab period where the student will report to their Student Advancement Coach on the "off" days to work on any coursework for other classes.
    - Schedule a release period(s) for the "off" day(s) using the *DCS Period Release Form*. The *DCS Period Release Form* will be utilized for any student who is taking a DDCC course that does not meet five days per week. Prior to the parent/guardian(s) completing this form, principals should:
        - Ensure that students have the opportunity to earn a minimum of 4 credits in the fall and 4 credits in the spring (unless the early release procedure is applied for seniors only in the spring).

        - Ensure that students' DDCC schedules have been explicitly communicated with their parent/guardian(s) in writing.
        - Ensure that a *Transportation Agreement* is on file for each student who travels for off-campus courses.
        - Provide the opportunity for the student to report to school for an additional course online or for a non-credit learning lab.
        - Ensure that there are unique circumstances that warrant the need for the *DCS Period Release* form to be completed.
- **<u>Students enrolled in CCP courses may not drop them after April 11, 2025.</u>**
- DDCC has a very flexible drop policy. However, the consequences for dropping a CCP course are more stringent at the high school level than the college level for many reasons. **In the *rare* instance that a student has permission from the principal to drop a college course AFTER April 11, 2025, he/she will be held to the same procedure for any high school course dropped after the first 5 school days:**
    - A failing grade of WF will be recorded on the high school transcript for the quarter(s) as an indication that the course was dropped.
    - The final failing grade (0) will be averaged as part of the student's GPA and class rank and will remain a permanent part of the student's high school transcript.
    - The student will be assigned to an on-campus course for the remainder of the quarter and must attend in order to avoid consequences as outlined in the school's policy for "skipping" class. The on-campus course will most likely be an audit depending on the date of placement in the class.
- Students who do not officially drop a course but refuse to attend class will be subject to the policy the school has for students who "skip" class. Students will be assigned to an on-campus course for the remainder of the semester.
- Students who participate in online CCP courses **will be scheduled into a lab or off-campus setting and attend there daily to complete assignments for the course.** Students will follow the attendance policy of Davidson County Schools. When DDCC course(s) are completed for the term and during scheduled college breaks, if students have been assigned a lab during 1st or 4th period, they will not have to report. However, if their lab is assigned during 2nd or 3rd period, they will need to continue to report.
- While courses are tuition free, other costs such as textbooks, testing fees, and supplies are the responsibility of the student.
- DCS students who are unsuccessful with earning credit for a CCP course may repeat that course; however, if they fail an additional course, they will not be allowed to enroll in CCP courses in the future.
- DCS students who are unsuccessful with earning credit for a CCP course are cautioned that in order to maintain eligibility for continued enrollment in a pathway (College Transfer or CTE), a student must:
    - Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35 and
    - Maintain a 2.0 GPA in college coursework after completing two courses.
    - A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's *Satisfactory Academic Progress* policy (along with repercussions on the high school side).
- ***Enrollment in CCP courses requires the student and parent to attend an information session held at the high school prior to spring registration.***

<u>ARTICULATED CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES</u>

Articulated College Credit is a state agreement between NC high schools and the NC Community College System that allows students to earn college credit while in high school. Many CTE courses allow students to receive college credit through either the state or local articulation agreement. Students who take certain high school courses may be eligible for articulated college credit at Davidson-Davie Community College. Students have two years from their graduation date to apply for articulated credit. For more information, contact the school Career Development Coordinator (CDC) or a counselor.

CTE CAREER ACADEMIES

CTE Career Academies offer a thematic-based approach to learning that allows students to participate in a sequence of CTE courses to receive specialized training in a particular career pathway. The academy approach adapts to the realities of a knowledge-based economy that requires complex critical thinking skills and applied learning. The goal for each academy is to implement rigorous coursework, to offer relevance of learning, and to develop business and industry relationships that enhance student learning. Please visit the CTE page on the DCS website or contact your CDC/counselor for specific CTE Academy offerings and requirements at your high school.

NON-TRADITIONAL SCHOOLS

DAVIDSON EARLY COLLEGE HIGH SCHOOL (DECHS)

Davidson Early College High School (DECHS) is a small high school located on the campus of Davidson-Davie Community College. It is a collaborative effort of the Davidson County Schools, Lexington City Schools, Thomasville City Schools, and DDCC. Davidson Early College High School is a public school and is a part of the Davidson County School System. Students who attend DECHS graduate with a high school diploma with the opportunity to earn an associate's degree in the normal four years of high school. Some of the features of the program include the following:

- College classes and materials
- Honors level for all high school classes
- Small class size with individual attention
- Daily seminar class focused on character development, academic success, and preparation for college

Students who want to attend DECHS apply in the spring of their 8th grade year and are accepted as rising 9th graders. Students attend DECHS based on several admission criteria including first-generation college student, financial need, traditionally underserved populations, and/or the desire for academic acceleration. The admissions process includes a random assignment process managed by SERVE, a research organization housed on the campus of UNC Greensboro. Students make a commitment to remain at Davidson Early College for their high school career.

YADKIN VALLEY REGIONAL CAREER ACADEMY (YVRCA)

Yadkin Valley Regional Career Academy (YVRCA) is an innovative high school with a rigorous core curriculum integrated with relevant work and community experiences. The objective of the academy is to develop the globally-skilled workforce needed to supply the industries of the area. The academy is also a research and development resource to assist high schools in partnering districts in developing innovative, career-relevant curriculum, instructional approaches and uses of technology that will increase graduation rates and post-secondary success in careers and further education. The academy is based on contextual and Project-Based Learning and student-centered instruction where students learn entrepreneurship, increased responsibility, and future-ready skills in an industry relevant, team-driven environment supported by technology. The career paths of the academy are global logistics, advanced technologies/manufacturing, computer integrated technology, and health sciences/medical informatics.

The core values of the academy include communications, critical thinking, problem solving, teamwork, entrepreneurship, intrapreneurship, creativity, and 21st century work skills. The academy curriculum is designed to increase the rigor and relevance of STEM-related core academic content through integration of industry-relevant technical applications and technologies. The academy provides an opportunity for an internship program during year 12 and/or 13, as well as a variety of career-relevant curricula, job shadowing, career orientation, and mentorships supported by business and community partners. Upon graduation from the academy, the student will have several career path options, each one designed to offer flexibility and future options to continue their education. Students will have an opportunity to earn an industry credential in their specific field (if available).

DAVIDSON COUNTY HIGH SCHOOL (DCHS)

Davidson County High School (DCHS) is an additional alternative high school for Davidson County Schools. The mission is to facilitate graduation of all students by meeting their individual needs. Students who wish to attend DCHS apply through the counseling office at their traditional high school and then interview before being accepted. DCHS is a school with the primary focus being on eleventh and twelfth graders who are close to graduating but need a different environment from the traditional setting. Academically, DCHS focuses on providing students with only the courses required by NCDPI to graduate. Classes are presented in a blended learning format with instruction face to face and online. Class sizes are small; therefore, students get one-on-one attention in the core classes to achieve academic success.

ENGLISH AS A SECOND LANGUAGE PROGRAM

ESL staff assist English language learners in the areas of speaking, listening, reading, and writing skills in English. English language learners in Davidson County Schools will:

- Attain English language proficiency
- Achieve academic success by meeting grade level promotion standards and graduation requirements
- Become Career and College Ready

ESL Program Placement

During initial enrollment, the parent/guardian completes the Home Language Survey. Students with a dominant language other than English are given an assessment called the WIDA Screener within the first 30 days of school . This assessment measures English language skills in listening, speaking, reading, and writing. Eligibility for the ESL program is determined based on these assessment results. The ESL specialist develops an EL Education Plan. This plan is shared with teachers, administrators, and parents.

English Learner Education Plans

EL Education Plans are individualized instructional plans that are written annually for all ESL students. They include English language assessment results, classroom modifications, test accommodations, and specific ESL services. Services are determined based on ACCESS 2.0 English language proficiency assessment results and academic performance. ESL services may consist of the following (based on students' needs):

- Direct ESL pull-out instruction or support within the classroom provided by an ESL specialist
- Professional development and instructional coaching for content teachers and support staff
- Monitoring academic progress
- Assessing language skills
- Offering parent outreach support and language assistance
- Providing test accommodations and classroom modifications

Annual English Language Proficiency Testing: ACCESS 2.0 English Language Assessment

North Carolina requires ESL students to take the ACCESS 2.0 test in the spring. The ACCESS test assesses English learners' speaking, listening, reading, and writing skills in English each year. Assessment results are shared with administrators, teachers, and parents in June. These results assist our specialists and teachers in making the best instructional decisions for each student.

Exiting the ESL Program

ESL students must achieve *Composite (Overall) Score: at least **4.8*** on the ACCESS test in order to exit the ESL program. Students exiting the ESL program are monitored by ESL specialists for four academic years. ESL specialists are available during this time to offer additional English language support, as needed.

Spanish Interpreting and Translation Assistance

Parents are provided free interpretation or translation assistance by contacting our Spanish interpreters by phone.

Interpreters/Translators for Davidson County Schools

Sandra Saldana (336) 731-8256 sandrasaldana@davidson.k12.nc.us
Karla Prater (336) 474-8209 karlaprater@davidson.k12.nc.us

EL Coordinator

Jennifer Brinkley (336)242-5810 jbrinkley1@davidson.k12.nc.us

TESTING INFORMATION

SEMESTER EXAMS
Students take an exam for each course in which they are enrolled (unless they meet exemption status) during the last five (5) school days of each semester. If the last five (5) days of a semester are moved due to calendar revisions, exams will be moved as well. **Parents are encouraged to avoid making plans during the exam window including the non-instructional days immediately following the last day of each semester, as these can become exam days**. Students are expected to be present for their exams unless an emergency occurs.

END-OF-COURSE EXAMS
All students enrolled in **Math 1**, **Math 3**, **English II**, and/or **Biology** must take an End-of-Course exam at the conclusion of the course. Scores on End-of-Course exams will count as 20% of the final course average.

CAREER AND TECHNICAL EDUCATION (CTE) STATE ASSESSMENT PROGRAM
Each student enrolled in a CTE course is required to complete a summative assessment. The CTE State Assessment Program consists of three types of summative assessments, known as a CTE Proof of Learning (POL): (1) CTE State Assessment, (2) Performance-Based Measure (PBM), or (3) Industry-Recognized Credential(s). **No CTE Assessment/Proof of Learning may be exempted**. Courses that have a *CTE State Assessment* as the POL will be administered at the end of each semester, recorded as the exam grade, and count as 20% of the final grade. Courses that have a *PBM* as the POL will be administered throughout the course of the semester. If the course is in standard status, students that meet proficiency on the PBM will have a 100 recorded as the exam grade and count as 20% of the final grade. Students that do not meet proficiency on the PBM will be required to take a CTE Teacher-made Assessment that will be recorded as the exam grade and will count as 20% of the final grade. If the course is in Pilot status, the student will be required to take a CTE Teacher-made Assessment that will be recorded as the exam grade and will count as 20% of the final grade. Courses that have an *Industry-Recognized Credential(s)* as the POL will be administered throughout the course of the semester. Students that earn the required Credential(s) will have a 100 recorded as the exam grade that will count as 20% of the final grade. Students that do not earn the required Credential(s) are required to take a CTE Teacher-made Assessment that will be recorded as the exam grade and count as 20% of the final grade. There may also be an instance where a CTE course is in Pilot status and there is no State CTE POL. Students are still required to either complete a teacher-made assessment or a CTE Teacher-made Assessment that will be recorded as the exam grade and count as 20% of the final grade.

CAREER AND COLLEGE PROMISE COURSE EXAMS
Students enrolled in CCP courses must take the accompanying exam as required according to the community college schedule. Each CCP teacher provides students with a syllabus outlining the weight of the exam. If a student does not take the final exam according to the syllabus, he/she will earn a zero for the exam grade. The community college will submit a final grade including the exam to the student's school to be added to the transcript.

TEACHER-GENERATED EXAMS
For all courses which do not require an EOC, CTE State Assessment/Proof of Learning, or CCP exam, students will complete a teacher-generated exam unless exempt. These exams count as 20% of the student's course average.

HIGH SCHOOL EXAM EXEMPTION POLICY
Exemption to final exams based on academic, attendance, and conduct standards cannot be applied to any course for which there is a required State End-of-Course examination, CTE Post Assessment/Proof of Learning or transfer or college course examination. All students are eligible to be exempt from all course exams not required by the State Board of Education if they meet requirements outlined below in Part A. Eligibility for Exempting Course Exams.

A. ELIGIBILITY FOR EXEMPTING COURSE EXAMS
Eligibility is determined for a particular semester and for the exams administered in that semester.

1. Academic and Attendance Requirements
- A as the final course average and no more than 4 actual absences (excused,unexcused, and/or waived)
- B as the final course average and no more than 3 actual absences (excused, unexcused, and/or waived)
- C as the final course average and no more than 2 actual absences (excused, unexcused, and/or waived)

2. Conduct Requirements
Students must have no assignments to In-School Suspension (ISS), to Out-of-School Suspension (OSS), and/or to the Alternative to Suspension Center (ASC). Actual absences include the total number of times a student is counted

absent from the course including excused absences, unexcused absences, and/or waived absences. Absences that are waived per DCS School Board Policy 6.4 Attendance, will be included in the student's total absences when considering eligibility. High school students will receive two (2) college or military days each year during his/her junior and senior year. These days are eligible for waiver with documentation from the college or military branch visited and will not be counted in determining exam exemption.

B. ACT COLLEGE READINESS BENCHMARK EXEMPTION
In addition to earning exam exemption status for meeting academic, attendance, and conduct standards as outlined above, a student can earn one individual exam exemption opportunity if college readiness benchmarks are met on the school administration of the ACT as outlined below. A student who meets the required benchmarks may choose one course in which to exempt an exam regardless of the academic, attendance, and conduct standing for that particular course.
Any student who scores at or above the ACT's College Readiness Benchmarks (as published at the time of the test session) on three (3) out of the four (4) subject tests will be eligible to exempt one exam for any class in the current semester in which they are enrolled. Current benchmarks are as follows: English–18; Reading–22; Mathematics–22; and Science–23.

Courses with a required State End-of-Course examination, CTE Post Assessment/Proof of Learning or transfer or college course examination are excluded. This exemption only pertains to the required school-wide administration of the ACT administered to students in the spring of their 11th grade year. Previous or subsequent scores from an individual student's testing session may not be used to exempt exams.

C. ADDITIONAL INFORMATION
If a student elects to take an exam for which the student is eligible for exemption, the exam grade will be calculated as 20% of the final grade.
Special Note: The exam exemption policy is subject to change. This information is current as of the print date, but changes may still occur after printing.

ADDITIONAL HIGH SCHOOL TESTING

PRE-ACT
The Pre-ACT provides an opportunity to practice for the ACT and gives parents and students an early indication of college and career readiness while still in high school and while there is still time to make necessary interventions to keep students on track toward educational and career goals. It is administered to **sophomores during the school day.**

ACT PLUS WRITING
The ACT Plus Writing test provides public school **juniors** an opportunity to participate in a college and career readiness assessment measuring knowledge and skill in five subject areas: English, mathematics, reading, science, and writing. This test is administered during the school day in February. There are several benefits for students:

- The school-administered ACT is free to students.
- Results from the ACT can be used to meet benchmark scores for enrollment in College and Career Promise courses instead of taking placement tests.
- If a student meets 3 out of 4 benchmarks, he/she can exempt an exam regardless of the academic average or attendance requirement.
- Students can report these scores to 4 colleges at no cost.
- Parents can use scores from the ACT to gauge and assess their student's college readiness.
- A student can compare his/her composite score with the admissions standards for a preferred college.
- ACT scores can assist students in qualifying for academic scholarships.

WORKKEYS
The WorkKeys assessment is administered to **seniors who are identified as Career and Technical Education (CTE) concentrators** and provides information about students' career readiness skills. Successful completion of three WorkKeys assessments—Applied Mathematics, Graphic Literacy, and Workplace Documents—can help an individual earn the National Career Readiness Certificate, a portable credential that documents essential work skills.

PSAT/NMSQT

The PSAT is offered to **interested tenth and eleventh graders**. There is currently a $10.00 fee charged to all interested students. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is co-sponsored by the College Board and the National Merit Scholarship Corporation (NMSC). It is a standardized test that provides first hand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Students have developed these skills over many years, both in and out of school. This test does not require them to recall specific facts from classes. The most common reasons for taking the PSAT/NMSQT are to:

- Receive feedback on personal strengths and weaknesses regarding skills necessary for college study.
- See how student performance on an admissions test might compare with that of others applying to college.
- Enter the competition for scholarships from the National Merit Scholarship Corporation (NMSC) (Grade 11).
- Help prepare for the SAT and become familiar with the kinds of questions and directions provided on the SAT.
- Receive information from colleges (if a student checks YES to Student Search Service).

SAT

The SAT assesses a student's ability to solve problems, communicate clearly, and understand complex relationships. The tests are designed to:

- Measure the essential ingredients for college and career readiness and success, as shown by research.
- Have a stronger connection to classroom learning
- Inspire productive practice

Students do not take the SAT during the school day and must register independently. SAT dates and more information can be located on the College Board website.

REGISTRATION AND SCHEDULE INFORMATION

SCHEDULE AND COURSE LOAD

As a general rule, students are enrolled in **four 90-minute instructional blocks per day per semester**. Seniors who have earned the required 28 credits for a diploma may apply to graduate at the end of the first semester of the senior year. Additionally, seniors may apply for a reduced load during the second semester of the senior year. To be approved, students must be in good academic, attendance, and behavioral standings. Students are encouraged to give careful attention to their course schedule, especially related to prescribed sequences and prerequisites in order to avoid scheduling difficulties and to ensure completion of diploma requirements.

STANDARD COURSES

Course content, pace, and academic rigor follow standards specified by the North Carolina Standard Course of Study. Standard courses provide credit toward a high school diploma. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

HONORS COURSES

Course content, pace, and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required. The weighting for Honors courses shall be **one-half (.5)** of a quality point. **Enrollment in honors level courses requires teacher recommendation or a course placement waiver. Students enrolled in Honors courses may not drop them after April 11, 2025.**

ADVANCED PLACEMENT® COURSES

Course content, pace, and academic rigor are considered college-level as determined by the College Board and are designed to enable students to earn high scores on the **required** AP® exam, potentially leading to college credit. These courses provide credit toward a high school diploma. The weight for AP® courses shall be **one (1**) quality point. **Enrollment in AP® courses requires the student and parent to attend an information session held at the high school prior to spring registration. Students enrolled in AP® courses may not drop them after April 11, 2025.**

SUGGESTIONS FOR COLLEGE-BOUND STUDENTS

College-bound students should schedule visits for the colleges they are considering. Valuable information about the requirements and expectations for individual institutions can assist students with high school scheduling. Admission information, as well as application and scholarship timelines, may be obtained by visiting an institution's website. This information will help students select the appropriate courses for admission into the college or university of their choice. If students are uncertain about their choice of a college or their future plans, they should follow the UNC Minimum Course Requirements for Undergraduate Admissions. In order to be successful in college, we strongly encourage all students to select rigorous academic courses. In addition, the growing demands of the workplace tend to require skills acquired through honors-level and AP® courses. Students and their parents should understand that while these courses adhere to the academic standards established by the NCDPI, they go beyond the content of the regular curriculum to provide the opportunity for accelerated, enriched, and extended intellectual growth. Because of the in-depth material covered in these classes, the student must have a higher degree of commitment, responsibility, and academic discipline than may be required in other classes. Students may select honors and AP® courses based on areas of interest and ability. For example, students planning a legal career should place emphasis in the areas of English and social studies; for a career in engineering or technology, the emphasis should be in math and science.

Before registering for honors or AP® courses, students and parents should consider seriously the expectations for these classes and decide if they will be able and willing to commit to these requirements:

- Students must have a strong work ethic and be responsible and disciplined learners.
- Students must be able to read independently for comprehension, analysis, and evaluation. They must be able to organize their thoughts for both written and oral expression (essays, research, speeches, etc.).
- Students must realize that they will be required to spend a great deal of time working outside of class. Summer reading may be required in honors/AP® classes. Some courses require independent projects, community service, and other activities that must be completed outside the regular school day.

Teachers of honors and AP® courses recommend that students who have after-school jobs or who are involved in extracurricular activities take into consideration the amount of time they will be able to devote to academic work. Although these courses are demanding, they offer students an opportunity to excel in content matter and concepts and be better prepared for success at a four-year college. We encourage dedicated students to register for honors and AP® courses while realizing these courses are challenging and demand more time and effort.

UNC MINIMUM COURSE REQUIREMENTS FOR UNDERGRADUATE ADMISSIONS

The University of North Carolina (UNC) System is open to those prepared for success at one of its 16 college institutions. These include: Appalachian State University; East Carolina University; Elizabeth City State University; Fayetteville State University; North Carolina A&T State University; North Carolina Central University; North Carolina State University; UNC Asheville; UNC-Chapel Hill; UNC Charlotte; UNC Greensboro; UNC Pembroke; UNC Wilmington; UNC School of the Arts; Western Carolina University; and Winston-Salem State University. The minimum admission requirements are guidelines that determine if applicants are ready to meet the challenge of a four-year degree program. Meeting the following requirements does not guarantee admission to any specific university.

- 4 units in English emphasizing grammar, composition, and literature
- 4 units of mathematics, in any of the following combinations:
    - Algebra I and II, Geometry, and 1 unit beyond Algebra II,
    - Algebra I and II, and two units beyond Algebra II, or
    - Integrated Math I, II, and III, and one unit beyond Integrated Math III
    - at least one mathematics course unit in the 12th grade strongly encouraged
- 3 units in science, including:
    - at least one unit in a life or biological science (for example, biology),
    - at least one unit in physical sciences (for example, physical science, chemistry, physics), and
    - at least one laboratory course
- 2 units in social studies, including one unit in U.S. History
- For students applying for first-time (freshman) admission to constituent institutions after the 2024 spring semester: 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.)
- **2.5** cumulative weighted GPA
- SAT of **1010** or ACT composite of **19**

STUDENT COURSE PLACEMENT
Recommendations for student placement and sequencing of courses will be determined by a current teacher in the content area considering previous performance and/or student interest. The principal has legislative authority to grade and classify students, meaning that he/she ultimately makes the final decision on placement.

CHANGE OF RECOMMENDED PLACEMENT
Faculty members will recommend appropriate placement; however, a parent can request that the student take a course level higher than the one recommended by the school as long as all prerequisites have been met. In order to make a request for change of recommended placement, the parent must complete a course placement waiver form. These forms may be obtained through a counselor or administrator. A student/parent/teacher conference may be requested by school personnel prior to the change in placement being made. Approved changes will be made in writing and will be noted in the student's record. **Once an override waiver is granted, students will not be allowed to drop the course or move to another level of the course**. Due to NCDPI legislation, students will not be allowed to request a waiver for placement into Math 1 Honors.

SCHEDULE CHANGES
Students must make course selections carefully. It is often impossible to make changes during the summer and even more difficult after school begins. Once school dismisses for the summer, changes in student schedules will be made only for administrative purposes or when the student has

- Failed a required course and this course is not on the student's schedule.
- Failed a course that is a prerequisite for another course that the student has selected for the next school year (does not apply to Intro Honors Courses taken prior to AP® courses in the same year).
- Been placed in the wrong course.

Any change in student schedules after the 5th school day of the high school semester will result in academic penalty. For classes dropped after the fifth (5th) day, parental permission must be secured.. A failing grade of 0 is recorded for the course as an indication that the course was dropped. The failing grade will be averaged as part of the student's GPA and class rank.

2025-2026 COURSE CATALOG

Upon completion, students will earn 1 credit for each course (unless otherwise noted).

ENGLISH AND WORLD LANGUAGES

Students will take English in sequential order - English I, II, III and IV. **Students must take Spanish 1 & 2 at their school, through eLearning, or NCVPS (not allowed to take at DDCC). Additional languages are available through NCVPS.**

ENGLISH I
Grade Level: 9
Prerequisite: None
English I provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction) and includes influential U.S. documents and one Shakespearean play. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus.

ENGLISH I HONORS
Grade Level: 9
Prerequisite: Teacher Recommendation
Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology.

ENGLISH III HONORS
Grade Level: 11
Prerequisite: English II, Teacher Recommendation
Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher-level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology.

INTRODUCTION TO AMERICAN LITERATURE HONORS
Grade Level: 11
Prerequisite: English II, Teacher Recommendation
This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP® Language and Composition course and AP® exam. Some AP® terminology and practice is infused in the study of American Literature. Students will

ENGLISH II
Grade Level: 10
Prerequisite: English I
English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus. English II has an NC End-of-Course Exam.

ENGLISH II HONORS
Grade Level: 10
Prerequisite: English I, Teacher Recommendation
Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher-level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language and media technology. English II has an NC End-of-Course Exam.

ENGLISH III
Grade Level: 11
Prerequisite: English II
English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus.

probe essays of the past and present to discover the best in exposition, descriptions, narration, and argumentation. Students are taught to model their writing after the foremost writers.

AP LANGUAGE & COMPOSITION
(Satisfies English III Requirement)
Grade Level: 11
Prerequisite: Intro to American Literature (if offered), Teacher Recommendation
This course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Imaginative fiction and poetry often highlight such stylistic decisions. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions. This course, along with Introduction to American Literature (if offered), surpasses the North Carolina Standard Course of Study. Students take the AP® exam in May.

ENGLISH IV
Grade Level: 12
Prerequisite: English III
English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

ENGLISH IV HONORS
Grade Level: 12
Prerequisite: English III, Teacher Recommendation
Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher-level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology.

ENGLISH IV (CCRG-ENHANCED)
Grade Level: 12
Prerequisite: English III, Administrative Placement
The CCRG-Enhanced English IV course integrates the North Carolina ELA Standard Course of Study with Career and College-Ready Learning Outcomes. In this course, students will work through a curriculum that includes the required EdReady English program and additional career and college ready reading and writing activities and assessments.

AP® RESEARCH
Grade Level: 11
Prerequisite: Teacher Recommendation
This is a foundational course that engages students in cross-curricular conversations where they explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students synthesize information from multiple sources and develop perspectives in written essays and in oral presentations.

STRATEGIC READING AND WRITING
Grade Level: 9,10
Prerequisite: Teacher recommendation/Administrative Placement
This course is designed to improve comprehension skills in reading as well as to strengthen written communication skills. Students will be reading high interest works from a variety of sources. Research-based interventions will be utilized in order to grow students in both reading and writing.

INTRODUCTION TO BRITISH LITERATURE HONORS
Grade Level: 12
Prerequisite: English III, Teacher Recommendation
This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP® Literature and Composition course and AP® exam. Some AP® terminology and practice is infused in the study of British Literature.

AP® LITERATURE AND COMPOSITION
(Satisfies English IV Requirement)
Grade Level: 12
Prerequisite: English III, Teacher Recommendation
This course will engage students in the careful reading and critical analysis of imaginative literature. It will include intensive study of representative works from various genres and periods. These readings will include in-depth discussions in which students will absorb its richness and analyze how that meaning is embodied in literary form. Emphasis will be placed on helping students develop stylistic maturity. The focus will be a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness, a variety of sentence structures, a logical organization of specific techniques of coherence, a balance of generalization with specific detail, and an effective use of rhetoric which includes controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis. The course, along with Introduction to British Literature, surpasses the North Carolina Standard Course of Study. Students take the AP® exam in May.

AP® SEMINAR
Grade Level: 11
Prerequisite: Teacher Recommendation
This is a foundational course that engages students in cross-curricular conversations where they explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students synthesize information from multiple sources and develop perspectives in written essays and in oral presentations.

YEARBOOK
Grade Level: 9, 10, 11, 12
Prerequisite: Rec of previous Eng teacher and Application
In this 21st century project-based class, students work collaboratively by using technology such as digital cameras, photo editing software and design software to digitally produce a yearbook. Students use writing skills, communication skills and creativity to tell the story of the school community and peers in an engaging way. Students demonstrate knowledge of graphic design and think creatively and critically to meet deadlines, track goals, and utilize multimedia to market and disseminate information that models an actual business. Students will learn skills in writing, editing, photography, graphic design, multimedia production, team development, leadership, project/time management, and professional conduct. After school commitments, attending events, and selling advertisements are a required element of this course.

YEARBOOK HONORS
Grade Level: 10, 11, 12
Prerequisite: Recommendation of previous Yearbook teacher, Minimum of one semester of Yearbook
In this course, students will continue learning and apply advanced skills in writing, editing, photography, graphic design, multimedia production, team development, leadership, project/time management, and professional conduct. In addition, they will learn and apply advanced skills in problem solving, critical analysis, and reflective thinking as they work to generate themes, spread designs, and templates for the production of the yearbook. Honors-level students must apply and obtain editorial positions or complete a portfolio of work to showcase advanced skill development within the course. After school commitments, attending events, and selling advertisements are a required element of this course.

COMMUNICATIONS 1
Grade Level: 9, 10, 11, 12
Prerequisite: None
This course is designed to provide skills in various types of public speaking. Students will learn the mechanics of the basic communication process using the "sender-message-receiver-feedback" model. An emphasis will be placed on effective listening skills, nonverbal communication, the preparation of speech, and the dynamics of group discussion and interviews. This course offers an interactive experience with a focus on in-class presentations.

COMMUNICATIONS 2: ARGUMENTATION AND DEBATE
Grade Level: 10, 11, 12
Prerequisite: Communications 1, Teacher recommendation
This course is designed for students who desire a career in public service, law, education, and other careers that require a significant level of persuasive communications. It is an

SPANISH 1
Grade Level: 9 (Administrative Placement as available), 10, 11, 12
Prerequisite: Recommended C average or better in English
Spanish I offers students an opportunity to study the Spanish language and its culture(s). Students will develop, in Spanish, the four skills of listening, speaking, reading, and writing within a given context. In addition, the study of grammar is integrated throughout the course. Students have an opportunity to study Spanish culture(s) through its products (e.g., literature, laws, food, games), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction). Students acquire some insight into how languages and cultures work by comparing the Spanish language and culture(s) to their own, making connections with other academic disciplines, and accessing knowledge and information from other communities in order to function well with people from diverse backgrounds.

in-depth examination of the techniques and procedures associated with argumentation and debate. Students will gain insight into persuasive speaking, research techniques, and writing skills. Students will examine various argumentation and debate methods as well as actively participate in classroom debates.

STYLISTIC WRITING FOR COLLEGE PREP HONORS
Grade Level: 10, 11, 12
Prerequisite: Teacher Recommendation
This course is designed to prepare students for academic, creative and practical writing. Students will master Modern Language Association (MLA) formatting and learn the process for American Psychological Association (APA) formatting. Students will study and practice writing fiction and non-fiction. Practical writing will focus on resumes, cover letters, and professional correspondences. Students will complete a portfolio during the semester.

JOURNALISM
Grade Level: 10, 11, 12
Prerequisite: Teacher recommendation
Journalism is offered to students with a special interest in journalistic writing. Students will engage in writing, editing, layout and design.

INTRODUCTION TO SHAKESPEARE
Grade Level: 11, 12
Prerequisite: English II Honors, English III Honors or AP Language/Composition
This course introduces students to the dramatic work of Shakespeare. Students will discuss important themes, style, and the importance of Shakespeare's plays in a modern context. The course will utilize project-based learning and inquiry as well as address the 21st century skills of critical thinking, creativity, and collaboration.

SPANISH HERITAGE I
Grade Level 9, 10, 11, 12
Prerequisite: None
This course is designed specifically for native or heritage speakers who have some oral language proficiency. It will enable students to develop, maintain, and enhance their proficiency by exposing them to listening, speaking, reading, and writing in a variety of contexts. It will also enable them to gain a better understanding of their own language.

SPANISH HERITAGE II HONORS
Grade Level: 10, 11, 12
Prerequisite: Spanish Heritage I
This course is designed specifically for native or heritage speakers who have some oral language proficiency. It will enable students to further develop, maintain, and enhance their proficiency in Spanish by providing the opportunity to listen, speak, read, and write in a variety of contexts for a variety of audiences.

SPANISH 2
Grade Level: 11, 12
Prerequisite: Spanish 1/Placement Test (Native Speakers)
Spanish II offers students an opportunity to continue the development of their listening, speaking, reading, and writing skills. At this level, students are able to satisfy basic survival needs and interact on issues of everyday life inside and outside of the classroom setting. Students develop a better understanding of the similarities and differences between cultures and languages, and they examine the influence of the beliefs and values on Spanish culture(s). Students develop a greater understanding and insight into the nature of language and culture, continue to make connections to other academic disciplines, and to access knowledge and information regarding diversity.

SPANISH 3 HONORS
Grade Level: 11, 12, Teacher Recommendation
Prerequisite: Spanish 2/Placement Test (Native Speakers)
Spanish III offers students additional opportunities to expand their listening, speaking, reading, and writing skills. At this level, students satisfy limited communication and social interaction demands as well as initiate face-to-face communication. Students continue to refine their knowledge and understanding of the Spanish language and its culture(s) by examining the interrelationship of Spanish culture(s) to their own. Students' understanding and insight into the nature of language and culture enhance connections and promote access to knowledge and diversity.

SPANISH 4 HONORS
Grade Level: 12
Prerequisite: Spanish 3 Honors, Teacher Recommendation
Spanish IV enables students to communicate in writing and in extended conversations on a variety of topics. At this level, students narrate, discuss, and support fairly complex ideas and concepts. Students are able to satisfy routine social demands and meet most social requirements. Finer points of grammar are studied to aid oral and written communication. There is more in depth study of Spanish culture(s) and its influence throughout the world. Students' understanding and insight into the nature of language and culture enhance connections and promote access to knowledge and diversity.

AP® AFRICAN AMERICAN STUDIES
Grade Level: 11, 12
Prerequisite: None
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

MATHEMATICS

FOUNDATIONS OF NC MATH 1
Grade Level: 9
Prerequisite: Administrative Placement
This course continues students' study of algebra, building upon middle school topics. Emphasis is placed on order of operations, evaluating expressions, operations with rational numbers, solving linear equations and inequalities, graphing linear functions, factoring, and multiplying polynomials.

FOUNDATIONS OF NC MATH 2
Grade Level: 10, 11, 12
Prerequisite: Administrative Placement
This course will strengthen prerequisite skills needed for successful completion of Math II with an emphasis on basic algebraic concepts and an introduction to specific content from the NC Math 2 standards.

FOUNDATIONS OF NC MATH 3
Grade Level: 11, 12
Prerequisite: Math II, Administrative Placement
This course will strengthen skills needed for successful completion of Math III, with an emphasis on algebraic and geometric concepts and an introduction to specific content from the Math 3 standards.

NC MATH 1
Grade Level: 9
Prerequisite: None
Math 1 provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Students will be expected to understand and evaluate equations, functions (linear, exponential, and quadratic), systems of equations and inequalities, and statistics. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Math I has an end of course test.

NC MATH 1 HONORS
Grade Level: 9
Prerequisite: Administrative Placement; No waivers
Math 1 Honors represents extension, acceleration and enrichment of the standard level course. The curriculum indicates depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course. The standards will be taught in greater depth and/or connected to standards across themes. An honors level student in this course should be able to work at an accelerated pace, complete a higher quality of work and complete more rigorous and complex investigations. Math 1 Honors has a North Carolina End of Course Exam

NC MATH 2 HONORS
Grade Level: 9, 10, 11
Prerequisite: Math I, Teacher Recommendation
Math 2 Honors represents extension, acceleration and enrichment of the standard level course. The curriculum indicates depth in rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course. The standards will be taught in greater depth or connected to standards across themes. An honors level student should be able to work at an accelerated pace, complete a higher quality of work and complete more rigorous and complex investigations.

NC MATH 3
Grade Level: 10, 11
Prerequisite: Math 2
Math 3 progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: functions and their inverses, logarithmic functions, polynomial functions, rational functions, trigonometric functions, and the unit circle. Math 3 focuses on functions as well as number and quantity skills. Math 3 has an end of course test.

NC MATH 3 HONORS
Grade Level: 10, 11
Prerequisite: Math 2, Teacher Recommendation
Math 3 Honors represents extension, acceleration, and enrichment of the standard level course. The curriculum indicates depth in rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course. The standards will be taught in greater depth or connected to standards across themes. An honors level student should be able to work at an accelerated pace, complete a higher quality of work, and complete more rigorous and complex investigations. Math 3 Honors has an End of Course exam.

NC MATH 4
Grade Level: 11, 12
Prerequisite: Math 3
The primary focus of this course is on functions and statistical thinking. Continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3, the course is designed to be a capstone to introductory statistical concepts. Students will be prepared for college-level algebra and statistics. This course can prepare students for Pre-Calculus or other advanced math courses.

CCRG MATH
Grade Level: 12
Prerequisite: Math 3, Administrative Placement
This course is a survey of the fundamental skills required for freshman-level college math courses. Demonstration of mastery of the skills in this course permits the student to have higher placement in community college courses and be better prepared for university courses. The course will be facilitated using an EdReady math program with topics to include number sense, graphing, functions, geometry, statistics, and trigonometry.

NC MATH 2
Grade Level: 9, 10
Prerequisite: Math I
Continuing the study of algebra, functions, geometry, and statistics concepts introduced in Math I, this course is taught using student-centered investigations and real world problem-solving that emphasize connections. Focus on geometry: transformations, similarity and congruence, and relationships in triangles. Quadratic, square root, and inverse variation functions are also studied. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

NC MATH 4 HONORS
Grade Level: 11, 12
Prerequisite: Math 3, Teacher Recommendation
This course will delve deeply into functions and statistical thinking and move at a more accelerated pace. Continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3, the course is designed to be a capstone to introductory statistical concepts. Students will be prepared for college-level algebra and statistics.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE HON
Grade Level: 11, 12
Prerequisite: Math 3
The purpose of this course is to introduce discrete structures that are the backbone of computer science. The mathematics of computer science is built upon concepts such as logic, combinatorics, proof, and graph theory. Students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts, and financial analysts should take this course and will be prepared for college-level algebra and statistics.

INTRODUCTION TO STATISTICS HONORS
Grade Level: 10, 11, 12
Prerequisite: Math 3 *(Pre-Calculus or Discrete Math are strongly recommended),* Teacher Recommendation
This course is a preparatory course for AP Statistics. This semester course deals with major concepts and tools for collecting and analyzing data.

AP® STATISTICS
Grade Level: 10, 11, 12
Prerequisite: Introduction to Statistics Honors (if offered) Successful completion of Math 3 *(Pre-Calculus or Discrete Math for Comp Sci Hon are strongly recommended),* Teacher Recommendation

Advanced Placement® Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability, and estimating population, parameters, and testing hypotheses. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

Students take the AP® exam in May.

INTRODUCTION TO CALCULUS HONORS
Grade Level: 11, 12
Prerequisite: Pre-Calculus, Teacher Recommendation
This course is designed for students who want to enrich their mathematical background through study of advanced mathematical topics such as sequences and series, and an introduction to calculus. The topics studied in this course are elementary functions, polynomials, sine and cosine, and general functions. Differential calculus limits and applications of the derivative in differential calculus are also included.

AP ®CALCULUS AB
Grade Level: 11, 12
Prerequisite: Introduction to Calculus Honors, Teacher Recommendation

Advanced Placement® Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric numerical, analytical and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students take the AP exam in May.

AP® CALCULUS BC
Grade Level: 11,12
Prerequisite: Pre-Calculus, Teacher Recommendation
In addition to the concepts of Calculus AB, students will learn parametric, polar, and vector functions, analysis of planar curves, numerical solution of differential equations using Euler's method, L'Hospital's Rule, application of integrals, antiderivatives by substitution of variables, improper integrals, solving logistic differential equations, concept of series, series of constants, and Taylor series.

Students take the AP® exam in May. *Special Note:* AP® Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. AP® Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP® Calculus BC applies the content and skills learned in AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

PRE-CALCULUS AP®
Grade Level: 10, 11, 12
Prerequisite: Math 3 Hon, Teacher Recommendation
AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate

PRE-CALCULUS HONORS
Grade Level: 10, 11, 12
Prerequisite: Math 3, Teacher Recommendation
The purpose of Pre-Calculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP® Calculus, and any entry-level college course.

function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Students select, construct, and validate function models using transformations of functions and regressions. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context.

SCIENCE

EARTH/ENVIRONMENTAL SCIENCE
Grade Level: 9
Prerequisite: None
Earth/environmental science is a broad field that studies the universe, weather, earth, oceans, and the environment. This course is a required credit for high school graduation. The earth/environmental science curriculum focuses on the Earth in the universe and Earth's systems, structure, and processes. Emphasis is placed on environmental awareness and conservation of natural resources.

EARTH/ENVIRONMENTAL SCIENCE HONORS
Grade Level: 9
Prerequisite: Teacher Recommendation
Students interested in pursuing a rigorous science curriculum may take the earth/environmental science honors course in lieu of standard earth/environmental science. The same standard course of study is used in both courses; however, earth/environmental science honors is designed to give the student a more challenging and in-depth experience. In earth/environmental science honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all earth/environmental science objectives.

BIOLOGY
Grade Level: 10, 11, 12
Prerequisite: Earth/Environmental Science
Biology is a subject that deals with the understanding of life processes in all living things and is a required credit for high school graduation. This course will develop responsible attitudes toward the environment, science, technology, and society. Topics to be studied will include the structure and function of living organisms, ecosystems, molecular biology, evolution, and genetics. Biology has an EOC exam.

PHYSICAL SCIENCE
Grade Level: 11, 12
Prerequisite: Biology
Physical Science is an introductory course to the topics of chemistry and physics. This course fulfills the physical science credit requirement for a high school diploma. The physical science curriculum focuses on the areas of force and motion, energy conservation and transfer, and properties of matter and change.

CHEMISTRY
Grade Level: 11, 12
Prerequisite: Biology, Math 2 (complete or concurrent)
The study of chemistry emphasizes technology, mathematics, and laboratory work to illustrate chemical principles. A chemistry credit fulfills the physical science credit requirement for a high school diploma. Chemistry is taught as a college preparatory course. The chemistry curriculum focuses on the study of properties of matter and change, energy conservation and transfer, and the interaction of matter and energy.

CHEMISTRY HONORS
Grade Level: 10,11
Prerequisite: Biology, Math 2; Math 3 (complete or concurrent) highly recommended, Teacher Recommendation
Students interested in pursuing a rigorous science curriculum may take the chemistry honors course in lieu of standard chemistry. The same standard course of study is used in both courses; however, chemistry honors is designed to give the student a more challenging and in-depth experience. In chemistry honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all chemistry objectives.

BIOLOGY HONORS
Grade Level: 9 (Administrative Approval), Primarily 10
Prerequisite: 9th grade science teacher recommendation
Students interested in pursuing a rigorous science curriculum may take the biology honors course in lieu of standard biology. The same standard course of study is used in both courses; however, biology honors is designed to give the student a more challenging and in-depth experience. In biology honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all biology objectives. Biology honors has an end-of-course exam.

ANATOMY & PHYSIOLOGY HONORS
Grade Level: 11, 12
Prerequisite: Chemistry
This course is designed as an in-depth study of the human body and how structure and function of the various organs and organ systems work together to produce a coordinated entity. This course is especially designed for those students who plan to pursue a medical career and emphasizes laboratory work in both anatomy and physiology. Because this course requires a high level of biological and chemical conceptual knowledge, it is only taught at the honors level. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of course objectives.

PHYSICS HONORS
Grade Level: 11, 12
Prerequisite: Biology, Math 3, Pre-Calculus (complete or concurrent) highly recommended, Teacher Recommendation
Physics is the study of matter, energy, and the interactions between them. A physics credit will fulfill the physical science credit requirement for a high school diploma. Because the field of physics requires a high level of conceptual knowledge and mathematical ability, it is only taught at the honors level. Physics students are expected to conduct complex experiments and solve scientific word problems independently. The physics curriculum focuses on forces and motion, energy conservation and transfer, and interactions of energy and matter. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all physics objectives. This course is not intended to be a prerequisite for AP® Physics.

CHEMISTRY 2 HONORS
Grade Level: 11, 12
Prerequisite: Chemistry Honors, Math 3 Honors, Teacher Recommendation
This course is the first semester of the yearlong course--AP® Chemistry. This college level course has a placement exam in May which will enable students to receive college credits. Topics for this course include matter and measurement, chemical history, stoichiometric calculations, chemical reactions of acids and bases, oxidation-reduction applications, gas laws, and thermochemistry. Emphasis is also placed on laboratory equipment in both qualitative and quantitative methods.

BIOLOGY 2 HONORS
Grade Level: 11, 12
Prerequisite: Chemistry Honors, Teacher Recommendation

This course is the first semester of the yearlong course--AP® Biology. This college level course has a placement exam in May, which will enable students to receive college credits.

The AP® Biology curriculum focuses on four ideas: evolution drives diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possesses complex properties.

Advanced placement® students are expected to read large amounts of material and write lengthy lab reports and essays.

AP® BIOLOGY
Grade Level: 11, 12
Prerequisite: Biology 2 Honors, Teacher Recommendation
This college level course has a placement exam in May, which will enable students to receive college credits.

Advanced placement® students are expected to read large amounts of material and write lengthy lab reports and essays.

The AP® Biology curriculum focuses on four ideas: evolution drives diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possesses complex properties.

AP® ENVIRONMENTAL SCIENCE
Grade Level: 10, 11, 12
Prerequisite: Biology, Chemistry, Teacher Recommend
This college level course has a placement exam in May, which will enable students to receive college credits. Students are expected to read large amounts of material and write lengthy lab reports and essays. The curriculum provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made. The relative risks associated with these problems and alternative solutions for resolving and/or preventing them will be examined as well.

AP® CHEMISTRY
Grade Level: 11, 12
Prerequisite: Chemistry 2 Honors, Teacher Recommendation

This course is designed to prepare students for the AP® Chemistry exam. The course of study will include electron configuration, atomic properties and tendencies, chemical bonds, molecular studies, intermolecular forces, physical properties of solution, chemical kinetics, equilibrium, acid-base equilibrium, thermodynamics, and electrochemistry. Laboratory emphasis will be placed on problem solving through developmental techniques acquired in instrumental analysis. This college level course has a placement exam in May, which will enable students to receive college credits.

INTRO TO AP® PHYSICS 1 HONORS
Grade Level: 11, 12
Prerequisite: Chem Honors, Pre-Calculus (complete or concurrent), Teacher Recommendation
This course is the first semester of the year-long course

AP® Physics 1. Intro to AP® Physics 1 is an algebra-based, introductory college-level physics course. Students will cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra and basic trigonometry is required for this course; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding the basic principles involved and the ability to apply these principles in the solution of problems and in-depth laboratory work will be the major goal of this course.

AP® PHYSICS 1
Grade Level: 11, 12

Prerequisite: Intro to AP® Physics 1 Honors, Teacher Recommendation

This course is designed to prepare students for the AP® Physics 1 exam. It is an algebra-based, introductory college-level physics course. Students will cultivate their understanding through inquiry-based investigations as they explore Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra and basic trigonometry is required; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding the basic principles involved and applying these principles in the solution of problems and in-depth laboratory work will be the major goal of this course.

SOCIAL STUDIES

WORLD HISTORY
Grade Level: 9
Prerequisite: None
The standards and objectives in the World History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

WORLD HISTORY HONORS
Grade Level: 9
Prerequisite: Teacher recommendation
Students interested in pursuing a rigorous and extended social studies curriculum may take the World History Honors course in lieu of standard World History. World History Honors provides the opportunity for advanced work and the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses. The honors-level course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

FOUNDING PRINCIPLES of the US and NC: CIVIC LITERACY
Grade Level: 10
Prerequisite: World History
The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

AMERICAN HISTORY
Grade Level: 11
Prerequisite: Civic Literacy
This course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. Students will investigate the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with other nations, and the role of both the individual and diverse groups in building the American story. Students in this course will study major turning points in American History to develop an understanding of multiple causation, determine patterns of change and continuity, and be able to compare multiple perspectives of the past.

AMERICAN HISTORY HONORS
Grade Level: 11
Prerequisite: Civic Literacy, Teacher recommendation
Students interested in pursuing a rigorous social studies curriculum may take the American History Honors course in lieu of standard American History. The material in American History Honors is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. This course is distinguished by a difference in the quality of work expected, not by an increase in quantity.

AMERICAN STUDIES HONORS
Grade Level: 11
Prerequisite:Civic Literacy Hon, Teacher recommendation
This course will follow a portion of the AP® US History Curriculum and may be used as the first semester of a year-long study of AP® US History. This course is designed to provide students with the analytic skills and factual knowledge necessary to critically analyze the problems and materials in U.S. History. Students learn to assess historical materials, their relevance to a given interpretative problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Students take the AP® exam in May.

FOUNDING PRINCIPLES of US & NC: CIVIC LITERACY HON
Grade Level: 10
Prerequisite: World History, Teacher Recommendation
The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills

AP® US HISTORY
Grade Level: 11, 12
Prerequisite: American Studies Honors, Teacher Recommendation
This course is designed to provide students with the analytic skills and factual knowledge necessary to critically analyze the problems and materials in U.S. History. Students learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Students take the AP® exam in May.

AP® EUROPEAN HISTORY
Grade Level: 11, 12
Prerequisite: Social Studies Teacher Recommendation
This course will prepare students in the cultural, diplomatic, economic, intellectual, political and social history of Europe. Students will demonstrate knowledge of basic chronology of major events and trends from approximately 1450 (High Renaissance) to the present. The three themes outlined are intellectual and cultural history, political and diplomatic history, and social and economic history. Students take the AP® exam in May.

AP® GOVERNMENT AND POLITICS
Grade Level: 10, 11, 12
Prerequisite: World History (replaces 10th grade Civics) Teacher Recommendation
This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students take the AP® exam in May.

AP® HUMAN GEOGRAPHY
Grade Level: 10, 11, 12
Prerequisite: Teacher Recommendation
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Students will take an Advanced Placement test in May to determine eligibility for college level credits.

SOCIOLOGY
Grade Level: 10, 11, 12
Prerequisite: None
This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. They will develop a sociological imagination in which they will observe the connections between their personal lives within society as well as public policy issues. Using observation, the scientific method, and cross-cultural examinations, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

SOCIOLOGY HON
Grade Level: 10, 11, 12
Prerequisite: Teacher Recommendation
This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. They will develop a sociological imagination in which they observe the connections between their personal lives within society as well as public policy issues. Using observation, the scientific method, and cross-cultural examinations, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

AP® PSYCHOLOGY
Grade Level: 10, 11, 12
Prerequisite: Biology, World History, Social Studies Teacher Recommendation

The purpose of the advanced placement® course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the methods psychologists use in their practice. Students take the AP® exam in May.

ECONOMICS AND PERSONAL FINANCE
Grade Level: 12
Prerequisite: American History
This course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

ECONOMICS AND PERSONAL FINANCE HON
Grade Level: 12
Prerequisite: American History Hon, Teacher Recommendation
This course will enable students to deeply apply their knowledge and understanding of their own financial literacy. Extended mastery of the standards and objectives will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

PSYCHOLOGY
Grade Level: 10, 11, 12
Prerequisite: None
This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity.

PSYCHOLOGY HONORS
Grade Level: 10, 11, 12
Prerequisite: Teacher Recommendation
Students interested in pursuing a rigorous social studies curriculum may take the Psychology Honors. This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Honors Psychology is intended to cultivate a student who would like to pursue a career in psychology, will have psychology in their future major, or would like to take this course prior to taking Advanced Placement® Psychology.

HOLOCAUST AND GENOCIDE STUDIES HONORS
Grade Level: 9, 10, 11, 12
Prerequisite: None
This elective course offers students a challenging and critical exploration of one of the most pivotal events in world history.The exploration of historical events and their impact on society provide teachers with a chronological lens encouraging critical analysis of issues like geopolitical impact, human rights, and systemic discrimination. The rich chronological historical content supports the multidimensional study of literature and primary documents, critical reading and analytical writing.

ARTS EDUCATION

VOCAL MUSIC BEGINNING
Grade Level: 9, 10, 11, 12
Prerequisite: None
Chorus is open to any student with a sincere interest in singing. Chorus is a performing group. Emphasis is placed on basic vocal techniques (posture, breathing, diction, and aural skills) and basic music reading. A variety of music literature is studied.

VOCAL MUSIC INTERMEDIATE
Grade Level: 9, 10, 11, 12
Prerequisite: Teacher recommendation or Vocal Music (Beginning)
This course is open to students who wish to continue their vocal development and performance abilities. This performance class will average 2-3 concerts per semester. Emphasis will be on improving proper vocal technique, development of sight-reading skills, and reading appropriate terms and symbols. A variety of literature will be studied.

VOCAL MUSIC ACCOMPLISHED HONORS
Grade Level: 9, 10, 11, 12
Prerequisite: Audition
This course is for the advanced singer who wishes to study advanced vocal and music reading skills. Students enroll in Vocal Music () through an audition that indicates vocal range, reading level, and pitch-retention abilities. This performance class averages 3-5 concerts per semester. Emphasis is placed on advanced vocal techniques and music theory. A wide variety of musical selections and styles will be studied.
**Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels. Please see the right column for more information.*

VOCAL MUSIC ADVANCED HONORS
Grade Level: 10, 11, 12
Prerequisite: Audition
Vocal Music (Advanced) is for the advanced singer who wishes to study advanced vocal and music-reading skills. Students enroll in Vocal Music (Advanced) through an audition that indicates vocal range, reading level, and pitch retention abilities. This class averages 4-6 concerts per semester. Emphasis is placed on advanced vocal techniques and music theory. A wide variety of musical selections and styles will be studied. A balanced group of SATB voices is necessary for this level.
**Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels. Please see the right column for more information.*

Accomplished and Advanced Honors Vocal Music Required Evidences of Learning

- Complete a successful audition for any one of the following and receive an average overall score: NC Honors Choir, NC Governor's School, Mars Hill College Choral Festival
- Participate in rehearsals and performances of any one of the following: Davidson All-County Chorus, Lexington Choral Society, NC All-State Chorus
- Perform a solo or small ensemble selection for the NC Solo/Small Ensemble Music Performance Adjudication (Spring Semester)
- Demonstrate an awareness of musical improvisation and composition in a method to be determined by the instructor
- Understand elements of music theory (including notation, intervals, and triads) using an assessment prescribed by the instructor
- Complete an in-depth study of a conductor and explain how the gestures/teaching contribute to the expressiveness and accuracy of the performance as well as how the musicians respond
- Utilize an approved Music Performance Adjudication or audition rubric to critique one of the following: two live or pre-recorded selections or a peer audition with both students performing. Utilize correct musical terminology and critique performances and submit evaluations to the instructor.
- Discuss, relate, critique and explore the connections of music from the *Contextual Relevance Clarifying Objectives*. At least two exemplars must be submitted as evidence of student understanding and may include a critique form, rubric, written reflection, personal interview, or musical examples that connect or illustrate the objectives:
    - Understand the role of music in US history as a means of interpreting past eras within a historical context
    - Understand the relationship between music and concepts from other areas
    - Explain how advances in music technology influence traditional music careers and produce new opportunities
    - Explain the causes of potential health and wellness issues for musicians
    - Compare the roles of creators, performers, and others involved in the production and presentation of various arts, in order to make informed decisions regarding participation and involvement in the arts

VISUAL ARTS BEGINNING
Grade Level: 9, 10, 11, 12
Prerequisite: None
Visual Arts Beginning is the basic art-studio orientation course utilizing the elements and principles of art and art awareness. Students will be exposed to a variety of media such as pencil, pastels, watercolor, charcoal, pen and ink, and tempera. Students will be encouraged to experiment and be creative with different media. The program specifically covers contour drawing, art theories, art history, art vocabulary, figure drawing, portrait drawing, perspective, and painting.

VISUAL ARTS INTERMEDIATE
Grade Level: 9, 10, 11, 12
Prerequisite: Completion of Visual Arts Beginning with a grade of "C" or better or Instructor's Approval/Portfolio
This is an intermediate course that builds on design skills and media techniques learned in Visual Arts Beginning. There is a stronger emphasis on art history. Students become artists of the time period being studied. The art media used in the course are acrylics, pastels, charcoal, linoleum, pencil, pen and ink, watercolor, tempera, and clay. Craftsmanship, originality, and creativity are encouraged and strongly stressed.

VISUAL ARTS ACCOMPLISHED HONORS
Grade Level: 9, 10, 11, 12
Prerequisite: Completion of Visual Arts Intermediate with grade of "B" or better or Instructor's Approval/Portfolio
This advanced art course is designed for students who are seriously interested in developing their artistic skills and creativity. It provides a continuation of skills learned in Visual Arts Intermediate.
**Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels. Please see the right column for more information.*

VISUAL ARTS ADVANCED HONORS
Grade Level: 10, 11, 12
Prerequisite: Visual Arts Accomplished or Instructor's Approval/Portfolio
This course is geared toward students who plan to continue the study of art after high school. It is an independent study to assist students in furthering their knowledge and skills. Students may develop specialization of a favorite medium.
**Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels. Please see the right column for more information.*

INTERDISCIPLINARY ART
Credit: 1
Grade Level: 9, 10, 11, 12
Prerequisite: None
This course allows students a creative outlet and teaches cross-curricular connections through visual art-based assignments. Students will create a portfolio or personally relevant art. Students will complete a study of other academic subjects through art, and projects will include topics based on English, social studies, mathematics, world languages, culinary skills, study skills, and 21st century learning.

Accomplished and Advanced Honors Visual Art Required Evidences of Learning

- A portfolio of work consisting of five works of art that exhibit the best of the student's abilities will need to be submitted for approval to enroll
- Students will discuss, relate, critique, and replicate the work of a contemporary artist. Exemplars may include a critique form, written response, and/or work of art
- Students will submit a portfolio of artwork by the end of the semester that includes six works in different mediums
- Students will discover and articulate a problem of practice as an artist in today's society and then create a solution for the problem that centers on collaboration
- Students will complete multiple critiques demonstrating awareness of personal aesthetic response and reflective inquiry. Critique exemplars may include gallery walks, rubrics, or personal interviews
- Students will complete an in depth study of one of the following five clarifying objectives involved in the contextual relevance of art
    - Understand the role of visual arts in US History as a means of interpreting past eras within an historical context
    - Understand how personal perspective is influenced by temporal context
    - Exemplify contemporary arts and artists
    - Understand how personal aesthetic responses to art are influenced by culture
    - Understand the relationship if the environment to art, including technology, preservation, and sustainability of resources

AP® 2-D ART and DESIGN
Grade Level: 11, 12
Prerequisite:Visual Arts Accomplished/Instructor Approval

AP® 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Learning outcomes include the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

INTRO to 3-D ART and DESIGN
Grade Level: 10, 11, 12
Prerequisite:Beginning Visual Arts
This course will introduce basic 3D processes and materials as well as develop the student's ability to analyze and integrate form as it engages with space. Students will learn and utilize visual elements and design principles in manipulating space and creating form.

AP® 3-D ART and DESIGN
Grade Level: 11, 12
Prerequisite:Visual Arts Accomplished/Instructor Approval

AP® 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Learning outcomes include the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

FILM CRITIQUE
Grade Level: 10, 11, 12
Prerequisite: None
This course will study film and drama as a literary art form. Heavy emphasis will be placed on film and theatre history and genres, both U.S. and foreign. Students will study comparative and critical analysis, and learn the basic grammar of film and theatre, including script writing, editing, and documentary techniques.

THEATRE ARTS BEGINNING
Grade Level: 9, 10, 11, 12
Prerequisite: None
Theatre Arts is a course designed to provide the students with knowledge and practical experiences dealing with all aspects of play production and related dramatic events. Emphasis is on the development of basic theatrical skills through improvisation, skits, and the production of a play. Students are introduced to theatre literature and history.

THEATRE ARTS INTERMEDIATE
Grade Level: 9, 10, 11, 12
Prerequisite: Theatre Arts Beginning or Instructor's Approval/Performance Task
Students further their understanding of the theatre through directing and/or acting in one-act plays. Improvisation, skits, and monologues are an ongoing process.

THEATRE ARTS ACCOMPLISHED HONORS
Grade Level: 9, 10, 11, 12
Prerequisite: Theatre Arts Intermediate or Instructor's Approval/Performance Task
Students are responsible for several independent projects including the direction of a one act play.**Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels.*

THEATRE ARTS ADVANCED HONORS
Grade Level: 10, 11, 12
Prerequisite: Theatre Arts Accomplished or Instructor's Approval/Performance task
This course is designed for students interested in pursuing the performing arts as a profession. Students will be expected to participate in the North Carolina Theatre Conference Competition in some capacity. Creative interpretation of modern poetry and drama will allow students to experiment with innovative elements of theatre. **Because this course receives additional weight, students will demonstrate additional artifacts/evidence of learning that exceed the Beginning and Intermediate levels.*

PLAY PRODUCTION HONORS
Grade Level: 12
Prerequisite: Accomplished Theatre Arts or Advanced and/or Instructor Approval
Students will be placed in a Theatre Arts Beginner or Intermediate class as role model actors and producers. Only three students will be approved per class. These students will be responsible for the production of a one-act play and/or musical and will assume the roles of Director, Assistant Director, and Stage Manager.

TECHNICAL THEATRE
Grade Level: 10, 11, 12
Prerequisite: Theatre Arts Beginning
This course will allow students that specifically want to focus on technical theatre the opportunity to learn the principles of design and construction of costumes, lighting, properties, scenery, and sound.

AP® DRAWING
Grade Level: 11, 12
Prerequisite:Visual Arts Accomplished/Instructor Approval

AP® Drawing is an introductory college-level drawing course. Students refine and apply skills and ideas they develop throughout the course to produce drawings. Learning outcomes include the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision.

BAND INTERMEDIATE
Grade Level: 9, 10, 11, 12
Prerequisite: Prior band instruction or audition

Open to wind instrumentalists and percussionists, Band (Intermediate) seeks to enhance and encourage a student's understanding of instrumental musical concepts and terms with an emphasis on rehearsals and performances up through the music literature levels of four, five and six. Students participating in band receive additional individual performance opportunities by auditioning for such activities as the All-County Band, the All-District Band, and the All-State Band. Marching Band may be a component of this course during the fall semester for some Davidson County high schools. (Each high school has individual expectations for marching band.) Individual practice outside of normal school hours is imperative and required. Some additional rehearsals outside of the normal school day may be required. Participating in scheduled performances is a requirement.

BAND ACCOMPLISHED (HONORS)
Grade Level: 9, 10, 11, 12
Prerequisite: Audition, Instructor recommendation

Open to wind instrumentalists and percussionists, this course is an extension of the basic Band (Intermediate) course, exceeding the expectations of that course. The music literature of this group will be of recognized quality. Students participating should be of high caliber and exceptional self-motivation. As with Band (Intermediate), individual practice outside of normal school hours is imperative. Rehearsals outside of the normal school day may be required. Participating in scheduled performances is a requirement of this course. Marching Band may be a component of this course during the fall semester for some Davidson County high schools. (Each high school has individual expectations for marching band.) Because this course receives additional weight, students will demonstrate additional artifacts/evidence as noted below.

- Audition successfully for the Davidson All-County Band and at least one of the following: Northwest NC All-District Band, Western Region Orchestra, Western Region/All State Jazz Band, NC All-State Band, NC Governor's School, Solo and Ensemble

.**MUSIC THEORY 1**
Grade Level: 9, 10, 11, 12
Prerequisite: MS band, placement exam, or outside study in voice, piano, or guitar

This is a course designed to focus on the fundamentals and foundations of music, integrating basic materials and skills. The study of diatonic harmony, musical style, music history and music listening skills will be emphasized with performance and practical applications as a primary goal. The goal of this course is to enhance and encourage students" understanding of musical applications and terms with a specific emphasis on the theory and history of music.

AP® MUSIC THEORY
Grade Level: 10, 11, 12
Prerequisite: Music Theory 1 or Placement Exam and Teacher recommendation

AP® Music Theory will continue to focus on the fundamentals and foundations of music learned in Music Theory 1, integrating advanced materials and skills. Further study and practice in diatonic harmony, musical style, music history, and music listening skills will be emphasized with performance and practical applications as a primary goal. The primary objectives are (1) to understand advanced principles of diatonic and chromatic harmony, (2) to gain a functional and analytical understanding of the musical elements of sound medium, rhythm, melody, harmony, texture, and form within the context of listening, (3) to gain a general understanding of varying musical tendencies as applied from written music to aural music, and (4) to apply these objectives in written and performance evaluations.

INTRODUCTION TO MUSIC
Grade Level: 9, 10, 11, 12
Prerequisite: None

This course is open to students seeking to enhance and develop their knowledge of music on a non-performance based level. Introduction to Music is a non-technical, non-performing course for students with little or no musical background. Emphasis is placed on style and form as perceived by the listener. Topics to be covered include the

event.
- Perform in a chamber ensemble of similar instrumentation (i.e. trumpet choir, percussion ensemble, woodwind quintet)
- Understand elements of music theory (including notation, intervals, and triads) using an assessment prescribed by instructor
- Demonstrate an awareness of musical improvisation and composition
- Complete an in depth study of a conductor and how the gestures/teaching contribute to the expressiveness and accuracy of the performance as well as how the musicians are responding.
- Utilize an NC Bandmasters Music Performance Adjudication or Audition rubric to critique either two performances of the same musical selection or a peer audition in which both students perform and evaluate
- Explore the contextual relevancy clarifying objectives. At least two exemplars that connect or illustrate the objective must be presented.

elements of music: melody, rhythm, harmony, texture, timbre, dynamics, and notation. The course will also deal with various periods of music including the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th century periods. Listening to varying examples of music will play an important role in the class. Attendance at a selected number of musical performances is required.

HEALTH AND PHYSICAL EDUCATION

A student who has not earned the required Health/Physical Education course must do so before continuing to another class. A student may only take one Physical Education class per semester.

HEALTH AND PHYSICAL EDUCATION
Grade Level: 9
Prerequisite: None
Physical Education and Health is a required credit for high school graduation. Class time is divided between classroom and indoor-outdoor activities. During the health portion of the curriculum emphasis is given to accepting personal responsibility for health-related decisions and their consequences; understanding potential health related problems such as venereal disease, drugs, alcohol, tobacco use, emotional stress; developing responsible nutritional habits and sexual behaviors. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle.

INDIVIDUAL LIFETIME SPORTS
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
This course concentrates on individual sports and activities. Emphasis is placed on skills with high lifetime carry-over value. It is designed for the students with special interest in individual sports, especially tennis, bowling, and golf.

SPORTS MEDICINE
Grade Level: 11, 12
Prerequisite: Biology
The course will consist of issues related to the field of sports medicine. The student will gain knowledge in the areas of anatomy (muscular-skeletal, neural, and surface), prevention and treatment of injuries, basic first aid and rehabilitation technique for injuries, and CPR. Health issues such as HIV, Hepatitis A and Hepatitis B
asthma, epilepsy, allergies, and diabetes will be discussed. Other issues useful in any sports environment such as nutrition and body composition will be analyzed.

SPORTS MEDICINE 2
Grade Level: 11, 12
Prerequisite: Sports Medicine 1, Biology, (Anat & Phys Rec)
The course will focus on recognition and management of specific injuries and conditions related to sports. It will center on recognition of anatomy, normal and abnormal function, and common sports injuries to all areas of the body, focusing on commonly injured regions including the foot, lower leg/ankle, knee, thigh, hip, groin, pelvis, shoulder, elbow, forearm, wrist/hand, spine, thorax, and head. Students will gain knowledge of normal and abnormal surface anatomy, recognition of specific injuries through special testing, and basic rehabilitation techniques for each region or injured body part. Special topics as they relate to young, old, and/or female athletes will also be discussed.

ADVANCED PE
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
This course concentrates on individual sports, particularly those that are lifetime sports. It is designed for students with special interest in improving individual skills in sports.

FITNESS & AEROBICS
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
The course's concentration is on weight and fitness training as well as aerobics.

CONDITIONING
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
Emphasis is placed on teaching proper technique and safety while gradually adding volume to workouts throughout the semester, using learned knowledge and skills. Workout formats are based on the five components of health-related physical fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.

FITNESS & AEROBICS HON
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
This course is for the beginner looking to learn how to incorporate fitness skills into their lifestyle, the fitness for life enthusiast, and the aspiring athlete. Emphasis is placed on developing skills in weight training, aerobics, agility, plyometrics, and speed improvement. Activities will focus on Total Fitness, Fundamental Motor Skills, and Lifetime Sport and Leisure skill development. Students will take an extensive look into how fitness affects the community they live in as a whole as it relates to the teen and adult population. Students will also engage in critiquing the daily outlook for individuals around them based on daily physical activity.

ADDITIONAL ELECTIVES

JROTC 1 AIR FORCE
Grade Level: 9, 10, 11, 12
Prerequisite: Administrative Placement
This first year course focuses on citizenship, leadership, and the study of the frontiers of aviation history. Study also includes the history of flight from ancient civilizations to the present and leadership education, which involves citizenship, military customs and courtesies, basic drill, leadership skills, self-discipline and wearing a uniform. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 2 AIR FORCE, JROTC 3 AIR FORCE
Grade Level: 10, 11, 12
Prerequisite: JROTC 1 AF /Teacher recommendation
This course consists of two separate courses taught in alternating years. One includes the Science of Space which studies the history of rockets, surviving and living in space, and American and International space programs. The second includes the Science of Flight which studies the aerospace environment, the human requirements of flight, principles of aircraft flight, and the principles of navigation. Leadership education focuses on citizenship, leadership, and life skills. Life skills are skills necessary for individuals to get along in a highly technical society. Topics include choosing the right college, searching for jobs, interview techniques, financial planning, and career opportunities. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 4 AIR FORCE
Grade Level: 12
Prerequisite: JROTC 3 AF
Aerospace Science IV includes financial planning, writing skills, management skills, and Global and Cultural Studies. Leadership education focuses on citizenship, leadership, and

JROTC 1 ARMY (Leadership Education Training Level 1)
Grade Level: 9, 10, 11, 12
Prerequisite: See Course Description Below
Citizenship and leadership are emphasized in each year of the program. Communications, physical fitness, and teamwork are integral parts of the curriculum. American History provides an understanding of the military role in current events. Core curriculum for all levels includes communication skills, leadership, physical fitness, drill and ceremonies, drug abuse prevention, and American citizenship. This course includes core curriculum plus introduction to JROTC, geography, first aid, and an overview of citizenship through history. Students can achieve leadership positions. *Note: It is mandatory that students wear uniforms. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 2-4 ARMY (Leadership Education Training Level 1)
Grade Level: 10, 11, 12
Prerequisite: JROTC 1
This course includes core curriculum studies built on levels 1 and 2. Additional subjects include roles of the U.S. Armed Forces. Students can achieve greater levels of responsibility and leadership positions. Health and Wellness is incorporated into the curriculum involving physical fitness activities and health discussions.

INTRODUCTION TO LIBRARY MEDIA SKILLS I
Grade Level: 10, 11, 12
Prerequisite: Teacher recommendation, Application
This elective is an opportunity for students to learn skills involved in maintaining a library media collection. Students will process new materials and be trained in electronic circulation of materials. They will receive instruction in the Dewey Decimal System of Classification. Students will be

communication skills. Topics include the evolution of management and management techniques. Real life problems are explored through the cadet management of the AFJROTC corps. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 5 AIR FORCE
Grade Level: 11, 12
Prerequisite: Teacher recommendation
A student will be placed in an AFJROTC 1 class and will serve in a leadership role model position. (Only one AFJROTC 5 cadet will be placed per class.) They will assume the position of Flight Commander and be responsible for supervision, training, and guidance of the class. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

STUDY SKILLS
Grade Level: 9, 10, 11, 12
Prerequisite: School-based committee placement
This course is designed to help students learn skills essential for success in high school. These skills include time management, note taking, memorization, test taking, reading comprehension, research, and problem solving.

instructed in the operation of a variety of media formats. The course is a hands-on, practical elective that offers experience in customer service.

INTRODUCTION TO LIBRARY MEDIA SKILLS II
Grade Level: 11, 12
Prerequisite: Teacher Recommendations, Application
Students will request a placement in an elementary or middle school media center in their high school feeder pattern. Counselors should utilize the site-based application process for this position as well as the travel agreement. These placements will occur as a partnership between the high school media coordinator and the participating elementary and middle school media coordinators contingent upon demand and availability. These students will spend the first week to two weeks with the Media Coordinator at their high school to learn basics before reporting to the feeder school.

ASSISTANT (NON-CREDIT)
Credit: 0
Grade Level: 12
Prerequisite: Teacher recommendation
Seniors may elect to provide a service to the school in the main office for one period each day for non-credit.

CAREER AND TECHNICAL EDUCATION (CTE)

The mission of Career and Technical Education in Davidson County Schools is to empower all students to be successful citizens, workers, and leaders in a global economy.

CTE INTERNSHIP
Prerequisite: Registration Form and CDC Approval - Student is on track to be a CTE Concentrator
1 Credit = minimum 120 hours
A CTE Internship allows for additional development of career and technical competencies within the student's chosen career pathway. CTE Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The CDC, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. The student must successfully complete a minimum of 120 hours and additional course assignments in the internship for 1 credit.

CTE APPRENTICESHIP
Prerequisite: Two technical credits in one Career Pathway, Registration Form and CDC Approval
1 Credit = minimum 120 hours
Students who participate in apprenticeships or pre-apprenticeships through ApprenticeshipNC the North Carolina Department of Labor can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

CAREER MANAGEMENT
Prerequisite: None
This course gives students a competitive advantage through valuable leadership, career development, career management, essential employability skills, and communication skills. Students will discover their personal learning style, develop their speaking skills, and build team management skills. This course is recommended for all CTE students, including students involved with a Career and Technical Student Organization.

AGRICULTURE

FOUNDATIONS OF AGRICULTURE
Prerequisite: None
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry.

ANIMAL SCIENCE 1
Prerequisite: None, Agriscience Applications Recommended
This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career. Leadership development and employability skills are integral to the course and are delivered through authentic experiences.

ANIMAL SCIENCE 2-FOOD ANIMAL HONORS
Prerequisite: Animal Science 1
This course focuses on animal anatomy, physiology, digestion, reproduction, housing and facilities, management, and genetics of the food animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences.

ANIMAL SCIENCE 2-COMPANION ANIMAL HONORS
Prerequisite: Animal Science 1
This course focuses on animal welfare, safe handling practices, nutrition, digestion, breeding, grooming, care, classification, and the history of the companion animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences.

AGRICULTURAL MECHANICS 1
Prerequisite: None, Foundations of Agriculture Recommend
This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership.

AGRICULTURAL MECHANICS 2 - SMALL ENGINES
Prerequisite: Agricultural Mechanics 1
In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision making.

AGRICULTURAL MECHANICS 2-SMALL ENGINES HON
Prerequisite: Agricultural Mechanics 1
This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through online Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course provides students with experiential learning opportunities as they perform hands-on skills under the direct supervision of the agriculture teacher.

HORTICULTURE 1: INTRODUCTION TO PLANTS
Prerequisite: None
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, and customer relations.

HORTICULTURE 2 PLANT PRODUCTION HONORS
Prerequisite: Horticulture 1 - Introduction to Plants
This course expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development.

HORTICULTURE 2 LANDSCAPE CONSTRUCTION HONORS
Prerequisite: Horticulture 1 -Introduction to Plants
This course allows students to design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agriculture Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

NATURAL RESOURCES 1
Prerequisite: None, Foundations of Agriculture Recommend
This course provides an introduction to environmental studies, renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat.

NATURAL RESOURCES 2
Prerequisite: Natural Resources 1
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and

CTE ADVANCED STUDIES - AGNR
Prerequisite: Two technical credits in one career pathway
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

VETERINARY ASSISTING HONORS
Grade Level: (Designed for 11th or 12th grade students with an interest in animal medicine)
Prerequisite: Animal Science 2 (Food Animal) or Animal Science 2-Small Animal (Companion Animal)
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management, client relations, pharmacy and laboratory procedures, advanced animal care, and surgical/radiological procedures.

wildlife and forestry management.

SUSTAINABLE AGRICULTURE PRODUCTION 1
Prerequisite: None, Foundations of Agriculture Rec
This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. Topics include crop and animal production, natural resource management, agroforestry, food safety, and the farm-to-fork continuum.

SUSTAINABLE AGRICULTURE PRODUCTION 2
Prerequisite: Sustainable Agriculture Production I
This course enhances knowledge of 21st century agriculture through the continued exploration of renewable energy, precision agriculture biotechnology and sustainable agriculture breeding programs in an experiential setting. Implement production methods to sustain a growing population in the areas of bees, aquaponics, mushrooms, and vermicomposting. Facilitate the business and marketing aspects of agriculture production systems. Convey food safety practices in each facet of agriculture production. Build leadership and employability skills through authentic experiences from Supervise Agricultural Experience (SAE), classroom instruction and FFA participation. Gain knowledge and skills for careers in the Sustainable Agriculture pathway..

BUSINESS, FINANCE, AND MARKETING

BUSINESS ESSENTIALS
Prerequisite: None
This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

BUSINESS ETHICS AND LAW 1
Prerequisite: None
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

ENTREPRENEURSHIP 2 HONORS
Prerequisite: Entrepreneurship 1
In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan.

BUSINESS MANAGEMENT 1
Prerequisite: Business Essentials
This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Students will work through ethical dilemmas and problem-solving situations with customer service.

BUSINESS MANAGEMENT 2
Prerequisite: Business Management 1
This course is designed to enable students to acquire, understand, and appreciate the significance of

BUSINESS ETHICS AND LAW 2
Prerequisite: Business Ethics and Law 1
This course is designed to analyze complex legal and ethical issues that impact today's modern business models. Explore e-commerce law, agency law, and business financial law. Investigate the protection provided by business contracts and their importance. Gain the knowledge and skills for careers in business law..

ACCOUNTING 1
Prerequisite: None
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation.

ACCOUNTING 2 HONORS
Prerequisite: Accounting 1
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills.

ENTREPRENEURSHIP 1
Prerequisite: None
In this course, students evaluate the concepts of going into business for themselves and working for, or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course.

FASHION MERCHANDISING
Prerequisite: None
Students will experience a comprehensive approach to the business of fashion. Engage in the economics, distribution, promotion, and retail of fashion. Prepare for entry-level fashion employment or post-secondary education. Gain knowledge and skills for careers in the fashion industry.

MARKETING 1
Prerequisite: None
This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students also develop an understanding of marketing functions applications and impact on business operations.

MARKETING 2
Prerequisite: Marketing 1
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision-making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills.

FINANCIAL PLANNING 1
Prerequisite: Business Essentials
This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

FINANCIAL PLANNING 2
Prerequisite: Financial Planning 1
Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan, including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments.

SALES 1
Prerequisite: None
This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process.

SALES 2
Prerequisite: Sales 1
This course will teach students the art of selling and will build on the content from the prerequisite course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet.

SPORT AND EVENT MARKETING 1
Prerequisite: None
In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

SPORT AND EVENT MARKETING 2
Prerequisite: Sport and Event Marketing 1
In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.

customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling.

MARKETING EDUCATION COOP
Prerequisite: To get academic credit, the aligned coursework and related paid employment must be completed in the same academic year, which may be concurrent or consecutive semesters.
1 Credit = minimum of 120 hours
Students must be enrolled in a Marketing Career and Technical Education course in the same semester as or prior to the COOP experience. Students receive technical classroom instruction combined with paid employment that is directly related to classroom instruction and the student's career pathway. An official agreement among the school, business partner, student and parent/guardian stipulating the requirements and responsibilities of all involved is required.

COMPUTER SCIENCE, IT, AND TECHNOLOGY

MICROSOFT WORD AND POWERPOINT
Prerequisite: None
Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations.

MICROSOFT EXCEL HONORS
Prerequisite: None
Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data.

ADOBE VISUAL DESIGN 1
Prerequisite: None
Students will develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and

ADOBE DIGITAL DESIGN 1
Prerequisite: None
This course is a project-based course that develops career and communication skills in Web Design using Adobe tools. This course is aligned to the Adobe Dreamweaver certification.

ADOBE VIDEO DESIGN 1
Prerequisite: None
Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products.

ADOBE VIDEO DESIGN 2
Prerequisite: None
Students will engage in th preproduction, production, and postproduction processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

INTRODUCTION TO DATA SCIENCE
Prerequisite: None
This course is designed for students to experience an introduction to the field of data science which includes data organization, visualization, and analysis, and the basic tools used. Students will learn what it takes to become a data scientist.

COMPUTER SCIENCE 1
Prerequisite: None
Computer Science I is an introductory course intended to

begin exploring the career areas that interest them in visual design.

ADOBE VISUAL DESIGN 2
Prerequisite: Adobe Visual Design 1
This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs.

AP® COMPUTER SCIENCE A
Prerequisite: None
AP Computer Science AI is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

INTRODUCTION TO COMPUTER SCIENCE
Prerequisite: None
Students will explore components of computation programming, ethics and variables in computer science. Utilize Microsoft's MakeCode block-based coding environment and micro:bit micro controller board to develop simple apps. Build programming skills in block-based JavaScript programming. Gain the skills and knowledge for careers in the Computer Science, IT and Technology pathways.

CYBERSECURITY I
Prerequisite: None
This course will establish a core knowledge for jobs in cybersecurity. Secure and monitor enterprise networked environments. Detect potential threats and risks found when devices are connected online. Gain the knowledge, skills, and industry credential for careers in the Network Security pathway.

CYBERSECURITY II
Prerequisite: None
In this course students will identify, analyze, and respond to security events and threats. Enhance security settings on devices to meet U.S. Department of Defense Standards. Monitory and secure hybrid environments, including cloud, mobile, and IoT. Gain the knowledge, skills, and industry credential for careers in the Network Security pathway establish a core knowledge for jobs in cybersecurity. Secure and monitor enterprise networked environments. Detect potential threats and risks found when devices are connected online. Gain the knowledge, skills, and industry credential for careers in the Network Security pathway.

AP® CYBER 1: NETWORKING
Prerequisite: None
Cybersecurity 1: Networking Fundamentals, the first course in the Cybersecurity Pathway, is a full-year high school course that covers the fundamentals of networking. It is equivalent to a college-level Introduction to Networking course. The course interweaves essential networking concepts with relevant, familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing.

AP® COMPUTER SCIENCE PRINCIPLES
Prerequisite: None
AP® Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP® Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

TECHNOLOGY ENGINEERING AND DESIGN
Prerequisite: None
This course prepares students to understand and apply technological concepts and processes. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations. This course focuses on the three dimensions of technological literacy knowledge, ways of thinking and acting, and capabilities with the goal of students developing the characteristics of technologically literate citizens.

ROBOTICS 1
Prerequisite: None
This course focuses on engineering concepts including physics, programming, mechanical systems, and electrical and electronics systems. Students will complete STEM based activities and capstone projects during the semester. Core concepts are delivered with a robotics emphasis through relevant activities and projects.

ROBOTICS 2
Prerequisite: Robotics 1
This course is a continuation of the Robotics I course with an added emphasis on C Programming. Students will complete STEM based activities and capstone projects during the semester. Core concepts are delivered with a robotics emphasis through relevant activities and projects.

hands-on problem-solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data within and between computer networks.

HEALTH SCIENCE

FOUNDATIONS OF HEALTH SCIENCE
Prerequisite: None
This course is designed for students to acquire foundational knowledge pertinent to healthcare professionals. Topics include advancements in healthcare, medical terminology, mathematics used in healthcare, the domains of healthcare, and in-demand healthcare careers. Students will enhance their communication, leadership, and career decision-making skills.

HEALTH SCIENCE 1
Prerequisite: None, Foundations of Health Science Rec
This course focuses on human anatomy, physiology, human body diseases and disorders, and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems.

HEALTH SCIENCE 2 HONORS
Prerequisite: Health Science 1
This course helps students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills.

BIOMEDICAL TECHNOLOGY HONORS
Prerequisite: Health Science 1
This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research.

FAMILY AND CONSUMER SCIENCES

APPAREL & TEXTILE PRODUCTION 1
Prerequisite: None
In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create apparel products.

APPAREL & TEXTILE PRODUCTION 2
Prerequisite: Apparel & Textile Production 1
Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills necessary for successful marketing and distribution of an apparel product.

FOOD AND NUTRITION 1
Prerequisite: None
This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.

HOSPITALITY AND TOURISM I
Credit: 1
Prerequisite: None
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion.

INTERIOR DESIGN FUNDAMENTALS
Prerequisite: None
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

FOOD SCIENCE AND TECHNOLOGY HONORS
Prerequisite: Food and Nutrition 1
This course explores the food industry from the farm to the table using skills in food science, technology,

FOOD AND NUTRITION 2
Prerequisite: Food and Nutrition 1
In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines.

INTERIOR DESIGN STUDIO
Prerequisite: Interior Design Fundamentals (Interior Design 1)
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures.

INTERIOR DESIGN TECHNOLOGY HONORS
Prerequisite: Interior Design Fundamentals (Interior Design 1)
This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces

CHILD DEVELOPMENT
Prerequisite: None
This course introduces students to responsible nurturing and basic application of child development theory, focusing on prenatal development through children age 5. Areas of study include the effects of family on individuals and society; prenatal development and care; and understanding how children develop physically, cognitively, emotionally, and socially.

EARLY CHILDHOOD EDUCATION 1
Prerequisite: Child Development *Students must be 15 by the 10th day of class
This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.

engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum.

CULINARY ARTS & HOSPITALITY 1
Prerequisite: None
This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. It includes learning about food safety, breakfast cookery, salads, sandwiches, quick breads, cookies, and dining room service.

CULINARY ARTS & HOSPITALITY 2-APPLICATIONS HON
Prerequisite: Culinary Arts and Hospitality 1
This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

CULINARY ARTS & HOSPITALITY 3 HONORS
Prerequisite: Culinary Arts and Hosp 2-Applications
The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving.

CTE INTERNSHIP - HOSPITALITY
Prerequisite: Culinary Arts & Hospitality 3 Honors
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice.

TEACHING AS A PROFESSION 1 HONORS
Prerequisite: None
This inherently honors course is designed to encourage students who possess personality traits found in good teachers. Students who are considering teaching as a career are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

TEACHING AS A PROFESSION 2 HONORS
Prerequisite: Teaching As A Profession I Honors
This inherently honors course is designed to encourage students to further pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, and utilization of a variety of instructional strategies. Students are encouraged to complete both Teaching as a Profession II and Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

TEACHING AS A PROFESSION FIELD EXPERIENCE HONORS
Prerequisite: Teaching as a Profession 2 Honors
In this inherently honors course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

TRADE AND INDUSTRY

CONSTRUCTION CORE
Prerequisite: None
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs and a Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, and basic employability skills.

ELECTRICAL TRADES 1 HONORS
Prerequisite: Construction Core or Core & Sustainable Const.
This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings and introduction to weatherization.

ELECTRICAL TRADES 2 HONORS
Prerequisite: Electrical Trades 1 Honors
This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating current (A/C) theory, grounding and bonding techniques, motors: theory and application, and

DRAFTING 1 HONORS
Prerequisite: None
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques.

DRAFTING 2-ARCHITECTURAL HONORS
Prerequisite: Drafting 1 Honors
This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings.

DRAFTING 3-ARCHITECTURAL HONORS
Prerequisite: Drafting 2-Architectural Honors
This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, and small

electric lighting to structures.

FIREFIGHTER TECHNOLOGY 1
Prerequisite: None, Public Safety 1 Recommended
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation, Fire Service Communications, Firefighter Health & Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control.

FIREFIGHTER TECHNOLOGY 2
Prerequisite: Firefighter Technology 1
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Ladders, Ventilation, Ropes and Knots, Search and Rescue, Water Supplies and Hose and Streams and Appliances, and Emergency Medical Care.

FIREFIGHTER TECHNOLOGY 3 HONORS
Prerequisite: Firefighter Technology 2
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Rescue, Fire Detection and Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM (HAZMAT) Ops, and TIMS.

commercial building and design.

DRAFTING 2-ENGINEERING HONORS
Prerequisite: Drafting 1
This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms and the use of software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting & Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning & Tolerancing, Working Drawings, and 3D modeling.

DRAFTING 3-ENGINEERING HONORS
Prerequisite: Drafting 2-Engineering Honors
This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio.

WELDING TECHNOLOGY 1 HONORS
Prerequisite: None
This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

WELDING TECHNOLOGY 3 HONORS
Prerequisite: Welding Technology 2 Honors
This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology II, and more, such as safety, weld fit-up and testing, metal properties, gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

WELDING TECHNOLOGY 2 HONORS
Prerequisite: Welding Technology 1 Honors
This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, inspection, weld fit-up and testing, metal properties, and shielded metal arc welding (SMAW)**.**

PUBLIC SAFETY 1
Prerequisite: None
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety.

PARENTS' GUIDE TO STUDENT ACHIEVEMENT

Based on the Parents' Bill of Rights - SB 49; Session Law 2023-106

As a public school system we want you to have this information which is consistent with the way we have always operated. We respect parents' right to raise and nurture their children and have always invited and valued parent participation. Davidson County Schools will work to implement the elements of this bill as expected. The objective of Davidson County Schools is to offer parents and guardians access to information regarding student achievement via the district's Parent's Guide to Student Achievement (PGSA). Should you wish to obtain paper copies of this document and its contents, you can make a request through your child's respective school.

North Carolina Senate Bill 49: Parents' Bill of Rights

Parents have legal rights with regards to their child's education, including the following:
(1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30.
(2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157.
(3) The right to review statewide standardized assessment results as part of the State report card.
(4) The right to request an evaluation of their child for an academically or intellectually gifted program, or for identification as a child with a disability, as provided in Article 9 of this Chapter.
(5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter.
(6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements.
(7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.
(8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements.
(9) The right to participate in parent-teacher organizations.
(10) The right to opt in to certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.
(11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article.
(12) The right to review all available records of materials their child has borrowed from a school library. Public school units shall (i) allow parents to exercise these rights and (ii) make the rights contained in this section available to parents electronically or by displaying the information on the website of the public school unit.

In the section that follows, specific questions are answered to promote understanding and provide open communication with parents and families.

How can my child be promoted to the next grade level?	Promotion standards for high school students will be determined based on the maximum potential of credits earned. Maximum potential is defined as the total number of high school credits a student has had the opportunity to earn. Typically, students have the opportunity to earn eight (8) credits per year. To earn credits, students must meet teacher standards and attendance standards for each course. DCS students follow the block schedule, and typically, students have the opportunity to earn thirty-two (32) credits before graduation (at minimum). High school principals will promote students at the end of the academic year (no mid-year promotions after the fall semester). To be promoted to **grade 10** and be a sophomore, a student must earn no less than his/her maximum potential minus two (2) credits. This typically equates to six (6) credits. To be promoted to **grade 11** and be a junior, a student must earn no less than his/her maximum potential minus three (3) credits. This typically equates to thirteen (13) credits. To be promoted to **grade 12** and be a senior, a student must earn no less than the number of credits required for a diploma minus eight (8) credits. This equates to twenty (20) credits. To earn a diploma and **graduate** from DCS, a student must earn twenty-two (22) credits. It is *recommended* that students earn 28 credits or more. See Davidson County Board Policies 6.5 Student Promotion and Accountability, and 6.5.1 High School Graduation Requirements for more information. Students who exceed eight (8) absences per class per semester for any reason shall not receive grade/course credit unless they are granted a waiver from the attendance policy by the principal for an absence(s). and 6.4 Attendance for more information.
What is my child learning at school? How can a parent review these materials?	A successful educational program depends on innovation at the individual school level. TheDCS Board of Education is committed to allowing administrators at individual schools to develop and implement plans necessary to ensure the educational success of their students. The board will provide an educational program that offers students the opportunity to receive a sound basic education. The program will meet statewide instructional standards as prescribed by the State Board of Education. Every school follows a Standard Course of Study developed by the North Carolina Department of Public instruction (NCDPI). These standards outline the knowledge and skills that students are

expected to master by the end of each course. The NCDPI Office of Academic Standards website contains the standards for various subjects, such as

- Arts Education
- Career Technical Education
- Computer Science
- English Language Arts
- English Language Development
- Student Success Standards
- Healthful Living
- Information and Technology
- Mathematics
- Science
- Social Studies, and World Language.

Local districts, schools, and teachers have the autonomy to decide the instructional methods for these standards, including curriculum, supplementary materials, books, and other resources. The Department of Curriculum and Instruction of Davidson County Schools supports schools as they rigorously challenge all students to achieve their academic potential.

Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the state-adopted standards in support of a balanced curriculum for the whole child. Teachers utilize materials aligned with best practices are are supported by the district in the following ways:

- Providing targeted professional development
- Supporting and facilitating PLC teams
- Building relationships and ensuring rigor and relevance within instruction
- Creating partnerships with schools
- Modeling research-based pedagogical practices and resources
- Promoting the belief that all students can learn and advocating for students
- Facilitating the use of data to drive instruction
- Providing social and emotional supports to students
- Providing a common instructional framework
- Supporting school administrators

According to DCS school board policy 7.5 Selection of Instructional Materials, parents may review all instructional materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request.

	Following DCS procedures, principals will furnish parents with physical or digital versions of specific supplementary instructional materials for examination at home. However, for most copyrighted materials, access for inspection may be limited to in-person viewing. Typically, requests to inspect school library materials will be accommodated by notifying parents of designated hours for browsing the library collection. You can find each school's library catalog online at Destiny Discover. A Request for Consideration of Digital Instructional Materials is located at the following link. For more information regarding inspection of and objection to instructional materials, reference DCS Board Policy 7.5.1 Parental Inspection of and Objection to Instructional Materials. All materials used in reproductive health and safety education shall be available for review at any time. The family life curriculum can be accessed via the DCS website. Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught. The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse,and sex trafficking prevention and awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal. Davidson County Schools gives parents the opportunity to withdraw their child from this instruction and instead receive an alternative health assignment, in an appropriate learning environment during this instructional time, and without any repercussions or negativity from staff. For more information, see DCS School Board Policy 7.7 Comprehensive Health Education.
How will a parent learn about my child's progress in school or with a class?	Davidson County Schools communicates students' progress through various channels, including quarterly report cards, progress reports, and feedback on assignments/tests.Quarterly report cards detailing grades and attendance are distributed, with specific quarter-end dates outlined in the school calendar. Direct communication

	with the teacher(s) via email, phone, or in person is always best. Parents can review up-to-date information about grades and assignments through the student information system (SIS). Parents can access attendance, grades, and testing information through the student information system (SIS). For assistance with access, parents can contact the school data manager. The DCS board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness. Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate. For more information, parents can review DCS School Board 7.2 Testing and Assessment Program. In high school, students take end-of-course assessments in English II, Biology, NC Math 1, and NC Math. Students in Grade 10 take the Pre-ACT. The PSAT is optional for sophomores and juniors. Students in grade 11 take the ACT. Students who are CTE Concentrators in Grade 12 take ACT WorkKeys. Those results are shared by ACT.
What are the qualifications of my child's teachers?	Only teachers who hold or those who are eligible to hold an appropriate license in the field of an existing vacancy are to be considered initially as candidates for employment. All professional employees in public schools must hold a professional educator's license for the subject or grade level they teach or for the professional education assignment that they hold. The standard basis for professional educator's licensure is the completion of either: a) state approved educator preparation program (EPP) or b) a state approved alternative route to professional educator's licensure. Parents may verify their child's teacher licensure status at this website. Please note this site does not provide personal information about teachers. Parents/guardians are encouraged to contact their child's principal if they have additional questions about teacher qualifications. In Title I schools, a staff qualifications letter is a federal requirement for Title I schools, and is sent at the beginning of the school year regarding parents' rights to request and be provided with the information regarding the qualifications of their child's classroom teacher and paraprofessionals. This letter is a federal requirement for Title I schools.

	The letter includes: ● Whether the teacher has met the state qualifications for the grade levels and subject areas in which the teacher provides instruction; ● Whether the teacher is teaching under an emergency or other provisional status through which the state qualifications have been waived; ● What baccalaureate degrees have been earned by the teacher, along with the field of study and any other certifications; ● Whether your child is provided services by paraprofessionals and, if so, their qualifications; and ● Whether your child has received four weeks or more of instruction by a non highly-qualified teacher. Please contact the office of Human Resources with any questions you may have regarding an educator's licensure status.
What are the requirements for school enrollment? What are the immunizations needed or recommended for children?	Enrollment State admissions requirements are based on North Carolina law. Requirements for enrollment in Davidson County Schools can be found on the DCS website under School Board Policy 6.1 Student Admissions, 6.1.1 School Assignments and Student Residence Requirements. An FAQ document for parents can help provide assistance with enrollment questions. the McKinney-Vento Act includes the following provisions specifically for unaccompanied youth: ● Unaccompanied homeless youth shall be immediately enrolled without proof of guardianship. ● During a dispute over school selection or enrollment, unaccompanied homeless youth shall receive a written statement explaining the school's decision, the youth's right to appeal the decision, and a referral to the local liaison. Local Liaisons shall assist unaccompanied homeless youth in: ● Selecting a school of attendance and enrolling in school. ● Requesting transportation to and from the school of origin. ● Enrolling in school immediately while disputes are resolved. More information regarding unaccompanied homeless youth can be found at the National Center for Homeless Education. Immunizations The DCS Board of Education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization and health assessments. The principal or designee shall maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state

	and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction. Health requirements for immunizations can be located on the DCS website under school board policy 6.1.3 Immunization and Health Requirements for School Admission . Additionally the NC Immunization Requirements document outlines the specific details.
How can a parent help their child learn and make progress?	The primary mission of Davidson County Schools is to ensure that students receive the best education possible. The goal of our team of dedicated professionals is to work closely with families to see that this mission is accomplished. We encourage parents to visit their child's school and meet with our team of teachers, administrators, and staff who are there to help. An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance, informs the student and the student's parents or guardians about the student's performance and progress, and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress. The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education. Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course. We understand that parents are their child's first teacher, and we need a strong cooperative partnership between families and the school team to ensure that students reach their ultimate potential. Active involvement in student education is crucial for their learning journey. Below are some ways that parents can help their child learn and make progress: ● Regularly ask your child about their school day, discussing the topics and assignments they are currently working on. ● Connect with their teacher(s) to gain insights into his/her progress and inquire about ways to support his/her learning. ● Attend various school events to stay connected and learn more about how to assist your child. ● Create a dedicated space at home for homework and

	studying, if possible, and encourage a reading culture by modeling reading behavior. Discuss your child's progress and efforts, being an engaged participant in their education. ● Maintain open communication with your child's teacher and keep a diverse range of texts at home to encourage reading at different levels. ● Utilize local resources such as homework assistance and refer to parent guides for academic standards. ● Utilize state resources such as the NCDPI Parent's Corner website Feel free to ask for a conference with your child's teacher(s), counselors, or principal at any time. High school parents still need to be highly involved in their child's education. Parents can help by keeping the lines of communication open with both their child and his/her teachers. It is best to be involved from the beginning and not wait until an issue arises. Teachers are expected to update grades weekly, and parents can stay informed by accessing the Student Information System (SIS). It is also very important that parents are aware of and understand the attendance policy. High school students may not miss more than 8 days (excused or unexcused) each semester and still earn course credit. This is drastically different from middle and elementary school. Stay informed! Parents are encouraged to visit the school and district websites frequently and listen to messages sent via School Messenger, the tool we use for sending weekly and emergency messages via phone. Parents can also opt in for SMS text alerts from Davidson County Schools. The following DCS board policies are helpful in understanding the importance of monitoring and celebrating student progress: 6.8.1 Students at Risk of Academic Failure 6.8.3 Recognizing Excellence
How can a parent help their child develop citizenship, social skills and respect for others?	Designing a process to strengthen a child's citizenship, social skills, and respect for others involves incorporating various elements into their upbringing. A comprehensive plan parents can follow: Lead by Example: ● Demonstrate positive citizenship by engaging in community service or volunteering. ● Exhibit respectful behavior towards others, including neighbors, friends, and strangers. ● Share stories of your experiences that highlight the importance of empathy and social responsibility. Open Communication: ● Establish an open and honest line of communication with your child.

	● Encourage them to express their thoughts and feelings without fear of judgment. ● Discuss current events, social issues, and ethical dilemmas to promote critical thinking. Civic Engagement: ● Involve your child in age-appropriate civic activities, such as local community events or clean-up initiatives. ● Attend town hall meetings or community gatherings together to instill a sense of civic responsibility. ● Discuss the importance of voting and staying informed about local and global issues. Teach Empathy: ● Encourage your child to consider others' perspectives and feelings. ● Engage in activities that promote empathy, such as volunteering at a local shelter or visiting elderly neighbors. ● Discuss real-life scenarios to help them understand the impact of their actions on others. Respect for Diversity: ● Celebrate diversity within your family and community. ● Introduce your child to different cultures, traditions, and customs. ● Teach them the importance of respecting differences and embracing diversity. Problem-Solving Skills: ● Help your child develop problem-solving skills to resolve conflicts peacefully. ● Encourage them to think critically about solutions and consider the consequences of their actions. ● Model effective conflict resolution in your own relationships. Digital Citizenship: ● Educate your child about responsible internet use and online etiquette. ● Discuss the impact of cyberbullying and the importance of treating others with respect online. ● Set guidelines for screen time and monitor their online activities. ○ Visit the DCS Digital Citizenship website for more information and a Parent Resource Guide for more information Community Involvement: ● Engage in community service projects as a family. ● Support local organizations and charities together. ● Help your child understand their role in contributing to the well-being of the community. Encourage Leadership: ● Foster leadership skills by involving your child in group activities or clubs. ● Support their involvement in school or community leadership roles. ● Teach them to lead with integrity and a sense of responsibility.

	Reflect and Reinforce: ● Regularly reflect on experiences and discuss the lessons learned. ● Provide positive reinforcement for acts of kindness, empathy, and good citizenship. ● Adjust your approach based on your child's individual needs and developmental stage. By incorporating these elements into your parenting approach, you can contribute to the development of your child's citizenship, social skills, and respect for others. Consistency, open communication, and leading by example are key components of this process. Parents can model high expectations and mutual respect for each other as students learn to be productive citizens who interact well with others. Students will attend school with students who may have differing opinions, but it is imperative that, although we may not always agree, we can still treat one another with respect. Students learn about citizenship in their social studies courses and are taught to apply those skills in their everyday lives. Lifelong learning and the importance of being actively involved in the community are stressed in the total school curriculum. Davidson County Schools utilizes the Character Strong curriculum to teach and reinforce responsibility, increase social and emotional skills, and character development. Character Strong is a multi-tiered approach to support whole child success. The North Carolina Portrait of a Graduate defines durable skills that students need to be able to use prior to graduation.
How can a parent strengthen communication with the school/teacher?	The DCS board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior. The Davidson County School District Communications Department serves as the connection between the school system, parents, students, staff, and our community at large.

	The Communications Department is responsible for directing and managing all district communications. The Communications Department promotes district, school and student successes, builds parent and community support, and strengthens public confidence in the district as a whole. A comprehensive list of resources for strengthening school to home communications is located at the following link.
What services are available for parents and their children?	Student Health Services The board recognizes the link between student health and learning. The goals of student health services are: ● to encourage the physical well-being of all students; ● to integrate health-related services provided in the school setting, including those provided by counselors and health specialists; ● to provide health services in a manner that reinforces the objectives of the healthful living education curriculum; ● to work cooperatively with other governmental agencies and professional associations interested and involved in the health of students; ● to use up-to-date research findings to develop and provide health services to students; ● to meet all legal obligations; and ● to provide courteous service to students and parents. College/Career Planning: Counselors are accessible in all Davidson County high schools to assist students in planning their path to college and careers. ● Explore career interests ● Explore college options ● Locate scholarships and internship opportunities ● Upload transcripts for the college application process We coordinate with the College Foundation of NC, who provides a college planning workshop at our high schools, including information about applying for college and how to apply for the FAFSA. In addition, schools host a FAFSA night, as well as a Community College for a College & Career Promise (CCP) and Career & Technical Education (CTE) night. Academic Advisement Our traditional high schools have a 9th grade curriculum night and counselors set up meetings with students for academic advising. Rising 9th grade students develop four year plans to help guide their high school career through the support of counselors and Career & Technical Education (CTE staff). Throughout the year, high counselors also meet with students to work with them on academic questions,

	schedules and future plans. High school websites do have course information and scholarship information throughout the year. Our non-traditional schools, Early College and Valley Academy, each have a personalized admissions procedure, which includes academic advising. Interested students should contact the counselor at their current middle or high school. Student Counseling Services Individual & group counseling is provided to students as needed by school counselors and the school social worker. Referrals are made to outside agencies when it appears students are in need of ongoing services. Community Services Access a comprehensive list of links to community services here. Student Accident Insurance Student Accident insurance information can be located at this link: Student Insurance Tutoring/Remediation Before and/or after school tutoring and remediation services are offered at certain schools. Parents can contact their child's school to obtain information about these services.
What are opportunities for parents to participate with school?	Parents are partners in the education of their children. Parents are encouraged to attend Open House and Meet the Teacher nights, sporting events, fine arts opportunities, and other events at the school. Parents can participate in parent teacher organizations as well. Davidson County Schools has established a comprehensive Parent Involvement policy (6.39.1) promoting effective communication between schools and parents, outlined in the Parental Involvement Policy, and Title I Parent and Family Engagement at Title I Schools. More information about Title I is located in the DCS board policy Title I Parent and Family Engagement (7.8) NCDPI-developed parent guides offer suggestions for building strong relationships with your child's teacher and supporting communication between home and school, including guides such as "Building Strong Relationships with Your Child's Teacher" and "How You Can Use Questions to Support Your Child's Learning" from the NC Rethink Education Program.
What are the rigorous academic programs available to my child? How can I learn more about them?	Advanced-level Davidson County Schools students are often provided the following services: ● Differentiated curriculum and instruction with flexible student groups;

	● Accelerated opportunities; ● Enrichment experiences, which may be during the school day or beyond, and may be within the regular calendar year or may include summer opportunities; and ● Other opportunities for extension of content standards. Below is a list of programs that contain more rigorous content: *AIG Program:* Advanced-level students may be served by the AIG program. Student placement information guides all decisions. The goal of the Davidson County Schools Academically/Intellectually Gifted Program is to provide a challenging and rigorous educational experience for advanced level students. Gifted Education will be integrated into the total school community by actively involving educators, students, parents and the community in extending and enriching the learning opportunities of advanced learners. The DCS AIG Department provides AIG Specialist support at each school. The program is structured around the NC State AIG Program Standards: Identification ● Differentiated Curriculum ● Professional Development ● Comprehensive School-wide Programming ● Ongoing Program Accountability. The current DCS AIG plan provides more detail regarding this program. Services for AIG students may be provided by AIG personnel or within the regular classroom by teachers trained to meet the needs of gifted students. *Honors Level Courses:* In Davidson County Schools, students have access to a variety of honors level courses in high school. These courses are available in the High School Program Planning Guide. Honors level courses typically have a faster pace than standard level courses. They offer additional rigor, complexity and creativity than standard level courses. *Career and Technical Education (CTE):* NC has made a significant investment in developing students and programs to meet the needs of the future workforce. Through Career and Technical Education (CTE) programs, public schools offer opportunities for students to develop career awareness in 5th grade, explore careers in grades 6-8, and experience leadership, career development, and career-aligned content in grades 9-12. Many CTE courses are offered at the honors level. To learn about Career Clusters, Pathways, and Course Information, Standards, and applicable Credentials please visit the NC Course Management System. *Career and College Promise (CCP):* Davidson County Schools offers dual enrollment

opportunities through the CCP program. If your high school student qualifies, he/she may earn high school credit by completing community college coursework. For more information visit DDCC High School Programs. CCP courses may be taken in the College Transfer or Career and Technical Education pathway. These courses count for both high school and college credit.

Advanced Placement (AP): is a program developed by the College Board to offer college-level curricula and examinations to high school students. Davidson county Schools offers a variety of AP courses both in person and online. Several AP courses satisfy graduation requirements for NC students as outlined in State Board policy. The State of NC funds the AP exam fee for any NC public high school student enrolled in an AP course. Students are not eligible for exam fee funding for courses taken more than once. Colleges and universities may likely offer college credit for these courses if your child scores a 3 or above on the exam. All of the colleges in the UNC System offer credit. More information is available on the NCDPI AP website.

NCVPS:
The North Carolina Virtual Public School (NCVPS) is NC's state supplemental program and leader in online education, providing inclusive learning opportunities for students across the state. Founded in 2007, with a strong commitment to ensuring quality education for all students, regardless of location, NCVPS has over 16 years of experience serving diverse learners. Students may enroll in NCVPS courses for a variety of reasons. Students should work with their school counselor and/or administrator if they are interested in taking an NCVPS course.

DCS eLearning Opportunities:
The DCS high school eLearning program provides high school students with a flexible, personalized online learning experience. DCS offers 70 course options through eLearning. Students learn via courses that are developed by highly qualified teachers employed by Davidson County Schools. Program goals include:

- Increasing access to learning opportunities for students
- Fostering mastery of new knowledge while maintaining high academic standards
- Developing the digital literacy skills and competencies needed to ensure that learners are prepared for the future

Credit by Demonstrated Mastery (CDM):
Davidson County Schools offers opportunities for students to earn credit for a high school course without enrolling in the course. CDM is an option that allows students to demonstrate mastery and receive credit for a course by taking an assessment demonstrating proficiency by achieving the designated scale score or percent as established by NCDPI, and then completing an artifact

	reflecting content mastery. CDM credits are awarded as a pass/fail grade and therefore do not impact grade point averages. *Governor's School:* Each summer, NC Governor's School offers a unique opportunity for high-achieving rising juniors and seniors to learn with their peers from across the state in an 4-week residential program at two college campus sites. For more information on eligibility and the application, contact your school counselor or visit the Governor's School website, www.ncgovschool.org.
What school choices are available for my child?	Students in public school districts are assigned to certain schools based on a local assignment plan approved by the Local Board of Education. Davidson County Schools has one option that allows secondary students and families to choose to go to a school that is not within their attendance zone. This opportunity is to go to South Davidson Middle/High School. More information can be found at the following link: DCS School Board Policy 6.1.1 School Assignment and Student Residence Requirements. There are additional options for families to choose for their education: Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the primary funding sources for charter schools, which have open enrollment and cannot discriminate in admissions, associate with any religion or religious group, or charge-tuition. Charter schools operate with freedom from many of the regulations that govern district schools, but charter schools are held accountable through the State assessment and accountability system. If you are interested in NC charter schools, visit NC charter school for information, resources, and contacts. Davidson County has one charter school, Davidson Charter Academy. Nonpublic education is overseen by the NC Division of Non-Public Education. For a list of private schools, visit this website: NC Private Schools. For information on how to start a homeschool visit: Homeschool Information Scholarship grant programs/voucher information is available via the NC State Education Assistance Authority.
What rights do students with disabilities have based on the law?	Davidson County School System is committed to providing a free and appropriate public education designed to meet the unique needs of students with disabilities. Programming for exceptional learners provides the support and related services necessary to implement the student's educational

	plan and assure that students' and parents' rights are followed in the process. It is the policy of the Davidson County Schools to comply with applicable federal and state laws relating to the education of children with special needs, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and applicable amendments thereto. Information regarding procedures for compliance will be made available to the public at each school and in the office of the Exceptional Children's Program. The goal of the Exceptional Children's Department is to support students with disabilities while they are in school and ensure that they are prepared for adulthood, including higher education, competitive employment, and independent living. We provide specially designed instruction to meet the unique needs of the learner with a full continuum of services which may include consultation, co-teaching, small group instruction, adapted curriculum programs, as well as a public separate school. We also provide related services that include, but are not limited to speech, occupational therapy, and physical therapy. Students follow the North Carolina Standard Course of Study or the North Carolina Extended Content Standards. The Davidson County Schools EC department strives to work as a collaborative team to serve and advocate for students with disabilities through the provision of individualized instruction in the least restrictive environment in order for students to grow academically, socially, emotionally, and vocationally. Programs. At the high school level, students with disabilities may participate in the Occupational Course of Study (OCS), which leads to a North Carolina diploma while also providing work experience so that students following this pathway graduate with marketable skills to enter the workforce. Participation in OCS is determined by the student's IEP team. Students with significant intellectual disabilities participate in the NC Extended Content Standards. This curriculum teaches the essential elements of the traditional course of study while also emphasizing the acquisition of daily living skills for students. Davidson County Schools offer a variety of academic and support programs to challenge students to be prepared for the 21st century. Exceptional Children teachers use a variety of strategies to help students make progress toward grade-level standards which may include co-teaching with general education teachers.All schools in the Davidson County system provide services to students identified as having special needs. Students with disabilities are served in the least restrictive environment (LRE) by certified professionals and paraprofessional teachers.

To the maximum extent appropriate, children with disabilities are educated in their home school. Reassignment of children with disabilities from the regular educational environment only occurs if the nature and/or severity of the disability is such that the student is unable to access the general curriculum even with the use of supplementary aids and services.

Individualized instruction and student achievement are valued in Davidson County Schools. This is evident through the services that are available, including:

- Specially designed instruction to meet the needs of all students with disabilities
- Access to the general curriculum and intervention programs designed to provide maximum opportunities for instruction in the general education setting
- Full continuum of service, including: consultation, co-teaching, small group classes per core area, self-contained settings and public separate schools
- Curriculum-driven instruction: North Carolina Standard Course of Study and North Carolina Extended Content Standards
- Related services that include but are not limited to speech, occupational and physical therapy
- Modified materials, including but not limited to books on tape, large-print materials, and specialized equipment and furniture
- Accessible space in schools to meet the needs of students with physical disabilities
- Assistive technology

Individual Education Plan (IEP) teams consider service delivery options based on the needs of each student. Teams may consider regular, resource, or separate settings which are available at every school for students participating in the North Carolina Standard Course of Study. Teams may also consider self-contained classes for students with significant behavioral challenges or students with significant intellectual disabilities who participate in the North Carolina Extended Content Standards.

Special education is designed to be a continuum of services that support student's acquisition of skills within the regular or adapted curriculum. Whenever possible, students are served in schools within their home district with support from special education personnel and related service providers. For those students who require a specialized setting or more intensive services in order to benefit from their special education, classes are based on school campuses that house age-appropriate peers.

The Public Schools of North Carolina Exceptional Children Division provides local units with detailed procedures for the delivery of special education services. These rules and regulations are detailed in Policies Governing Services for Students with Disabilities. Services are provided under the

	following areas of identification: ● Autism Spectrum Disorder ● Deaf/Blindness ● Deafness/Hearing Impairment ● Developmental Delay ● Intellectual Disability ● Multiple Disabilities ● Other Health Impairment ● Orthopedic Impairment ● Serious Emotional Disability ● Specific Learning Disability ● Speech/Language Impairment ● Traumatic Brain Injury ● Visual Impairment All of our staff members are here to assist students as they learn and progress. If you have questions or need assistance, please don't hesitate to contact your student's teacher or central office staff member. We are happy to consult with parents who need information about specific disabilities, community resources, or have concerns about their child's education. More information can be found at the Exceptional Children's Assistance Center of NC, the North Carolina EC Parent Rights Handbook, Project Child Find and the NCDPI EC Website
What is the contact information for the schools and district office?	District phone numbers are located here. Individual school information can be obtained by accessing the DCS Website. The specific contact information for Davidson County Schools is: 250 County School Rd Lexington, NC 27292 (336) 249-8181 www.davidson.k12.nc.us
What are some resources to support my child's health and wellbeing?	Student Services is an integral part of the academic and social-emotional success of our students. School Counselors and School Social Workers advocate for the needs of all students and collaborate and coordinate with staff, parents, and community entities to meet those needs. Student Services include: ● Individual and small group counseling ● Class guidance and presentations ● Academic advising ● Career and post-secondary planning ● Referrals to outside agencies ● Crisis response and management School Counselors and School Social Workers work to ensure that students have the resources they need to grow and learn. School social workers partner with parents, teachers, and students in a combined effort to help all of our students reach their individual goals for growth in academic, social, and behavioral development. School social workers provide a vital link to community resources and services for both schools and families.

	The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development, and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, SHLT-000. More information is located at the following link: 7.11 Student Wellness Policy Helpful Links for Student Wellness NC 211 Facts from the CDC on Electronic Cigarettes Davidson County Health Department Davidson County Social Services Family Services of Davidson County Centers for Disease Control and Prevention Mental Health Resources
Additional Helpful Parent Websites	Additional Helpful Parent Websites NC Department of Public Instruction NCDPI's Page for Parents and Families US Department of Education American Library Association Financial Aid Resources Family Education Federal Aid College Foundation of NC http://www.scholarshipplus.com College Board Big Future http://www.fastweb.com http://www.ncseaa.edu http://www.ipl.org

WHAT SHOULD I BE DOING TO PLAN MY FUTURE?

9TH GRADE

- ☐ Start thinking about what you will be doing four years from now
- ☐ Start a personal file to keep academic records, lists of awards and accomplishments, school and community activities, and paid/volunteer work
- ☐ Make good grades . . . everything counts starting NOW!
- ☐ Ask questions and introduce yourself to a counselor
- ☐ Get involved by playing a sport, joining a club, or volunteering
- ☐ Create a CFNC account (College Foundation of North Carolina) by going to www.cfnc.org
- ☐ Register for classes that fit your abilities and will help you explore possible career interests

10th GRADE

- ☐ Keep those grades up!
- ☐ Start think about colleges and/or career goals
- ☐ Take a career interest survey or review your data in Major Clarity. CFNC has interest inventories you can take

11th GRADE

- ☐ Make sure your grades are the best ever! Your GPA at the end of your junior year is the one used for college applications
- ☐ Consider your career interests and research colleges that offer programs of study in those areas
- ☐ Review the requirements for the colleges you are considering
- ☐ Take the ACT in February or March at your high school. Do your best. These scores can be used for college entrance requirements and help you "place out" of classes
- ☐ Consider taking the SAT. Although not required, you may be more successful with this test than the ACT. Schedule it at the end of the semester in which you take math so those concepts are fresh
- ☐ Schedule college visits. Juniors are allowed two college visit and/or military days during the course of the school year that are waived and do not count towards exam exemption
- ☐ If you are considering the military, let your counselors know that you would like to speak with

- ☐ Take the PreACT (required during school) and/or the PSAT (not required) to practice for the ACT and SAT.
- ☐ Register for classes that fit your abilities and interests . . . do not be afraid to challenge yourself
- ☐ Visit colleges or universities during the summer or on a non-instructional day
- ☐ Participate in enriching summer opportunities such as a job, camp, or volunteer activity
- ☐ recruiters when they visit your school.
- ☐ Check out the scholarship lists created by your school counselor to see which ones you may want to apply for as a senior
- ☐ Think about teachers that you will want to ask to write letters of recommendation for you. Ask them in advance if they would be willing to do so
- ☐ Make the summer count by working, going on a mission trip, enrichment camps, or college visits

12TH GRADE

- ☐ Create a calendar of application due dates for the colleges to which you plan to apply
- ☐ Create a resume of your high school activities, awards, and accomplishments
- ☐ Complete the FAFSA as early as October
- ☐ Complete the NC Residency Form before you apply to any NC colleges or universities to qualify for in-state tuition
- ☐ Take advantage of "College Application Month" through CFNC in the fall. Many colleges waive application fees
- ☐ Schedule college tours. Seniors are allowed two college visits and/or military days during the course of the school year that are waived and do not count towards exam exemption. Check "Open House" dates at schools
- ☐ Retake the September, October or November ACT or SAT if you are not pleased with your score. Make sure to do some "test prep." Retaking with no additional practice will probably produce a similar score
- ☐ Send your ACT and SAT scores to the colleges to which you are applying. You are allowed to send your scores to 4 colleges as a part of your registration fee for the ACT/SAT
- ☐ Check out scholarships for which you may wish to apply. Record due dates on your calendar. College and scholarship applications are not accepted late
- ☐ Don't let tuition costs scare you away. Private colleges often offer scholarships to offset higher costs. Apply to schools that have qualities you like and make your final decision in the spring when financial aid is released
- ☐ Many students who wish to pursue a four year degree start their education at a community college to obtain the general education courses which are usually required in the first two years of the degree. This is a very economical decision. SAT and ACT are not required for entrance into community colleges and GPA requirements are not as competitive