

# HERITAGE HIGH SCHOOL

Where Students Learn, Professionals Grow and Communities Partner

## COURSE REGISTRATION MINI-GUIDE 2020-2021

The purpose of this guide is to provide additional detailed information about the Heritage High School course registration process for the 2021-2022 school year. It is not intended to replace the Wake County Public Schools System *High School Program Planning Guide*, but to supplement it with specific information designed to help you make the best decisions regarding your course selections for next year. Included are the guidelines offered by each department regarding course prerequisites, sequences, and suggested preparatory work.

Study this mini-guide carefully. Before you select courses, talk with your teachers and counselor about your course selections, and allow them to advise you on your program of study. You are advised to select courses that will meet graduation requirements, challenge you academically, prepare you for post high school possibilities and provide appropriate overall balance as you are exploring educational and vocational options. Keep in mind, we will enforce deadlines on requests for course changes after the May deadline, so take advantage of resources now which will help you prepare for a successful and rewarding 2020-2021 school year.

### COURSE REGISTRATION KEY DATES

Date	Event
February 10	Curriculum/Registration Fair/AP Information Night—Heritage High School
February 26 - March 19	Current 9 <sup>th</sup> – 11 <sup>th</sup> to submit course selections in Powerschool
March 26	All rising 9 <sup>th</sup> and current 9 <sup>th</sup> – 11 <sup>th</sup> registration complete Heritage High School
April 9 - 23	Distribute course selection verification for student course selection changes
May 28	Deadline for course change requests
August 14	Tentative schedules available for viewing

*(All dates are subject to change as necessary. Please view all dates and activities on the course registration timeline!)*



**HOME OF THE HUSKIES!!**

## Graduation Requirements

Students must satisfy all course, credit and testing requirements for at least one diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. A chart listing specific course requirements for graduation can be found on page 7.

NC Math I is a graduation requirement for all students. The only exception to this requirement is for students that have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering the mathematical content in Math I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the student's IEP.

Students who complete all graduation requirements receive a diploma.

## Endorsements

Beginning with the graduating class of 2014-15, students have the opportunity to earn Endorsements to their High School Diploma ([GCS-L-007](#)). Students must meet all requirements set forth in [State Board Policy GRAD-004: State Graduation Requirements](#) related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

### Career Endorsement Requirements

- Except as limited by NCGS §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence. 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 & Technical Education (CTE) domain.
- The student shall complete a CTE concentration in one of the approved CTE Cluster Areas.
- The student shall earn an unweighted grade point average (GPA) of at least 2.6.
- The student shall earn at least one industry recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the silver level or above from WorkKeys assessments or other appropriate industry credential/certification.

### College Endorsement Requirements

#### Option #1

- The student shall complete Future-Ready Core mathematics sequence. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing math class under the North Carolina Community College System's Multiple Measures Placement Policy.
- The student shall earn an unweighted GPA of at least 2.6.

#### Option #2

- The student shall complete the Future-Ready Core mathematics sequence and a fourth math course that meets the University of North Carolina Minimum Admissions Requirements that include a mathematics course with either Algebra II, Math III, or Integrated Mathematics III as a prerequisite.
- The student shall complete three units of science include at least one physical science with a lab, one life science, and one additional science course.
- The student shall complete US History or equivalent coursework.
- The student shall complete two units of a world language (other than English).
- The student shall earn a weighted GPA of at least 2.5.

### Global Languages Endorsement

- The student shall earn a combined unweighted GPA of 2.5 or above for the four English Language Arts courses required for graduation.
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below in accordance with the guidelines developed by the North Carolina Department of Public Instruction:
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing "intermediate low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
  - Establish "intermediate low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.

- Limited English Proficient students shall complete all the requirements of the two bullets above and reach “developing” proficiency per the World-Class Instruction Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

#### North Carolina Academic Scholars Endorsement

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program (see chart below)
- Have an overall four-year unweighted GPA of 3.5 or higher.
- Complete all requirements for a North Carolina high school diploma.

Content Area	Credits	Courses
English	4	English I, II, III, IV
Math	4	NC Math I, II, III, and a higher level math course with NC Math 3 as a prerequisite
Science	3	A Physical Science, Biology, and Earth/Environmental Science
Social Studies	4	Graduation Requirements for those entering between 2014-15 and 2019-20: World History, American History I & II, and American History: Founding Principles, Civics, & Economics Graduation Requirements for those who entered 9th grade in 2020-21: World History, an American History course, A Founding Principles course (either Civics & Economics or Civic Literacy), Economics and Personal Finance Projected Graduation Requirements for those who enter 9th grade in 2021-22: World History, Civic Literacy, American History, Economics & Personal Finance
Healthful Living	1	Healthful Living I
Electives	6	Two (2) elective credits in a second language required for the UNC System; Four (4) elective credits constituting a concentration recommended from one of the following: Career & Technical Education (CTE), JROTC, Arts Education, Second Languages, and other subject areas
	3	Three higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other hors or above designation courses
	or	
	2	Two higher level courses taken during the junior and/or senior years which carry 4.5 or 5 quality points such as: AP/IB, Dual enrollment or college equivalent courses, online courses, other hors or above designation courses <b>AND</b> Completion of the NC Graduation Project
<b>Total Credits</b>		<b>25 or 24+ NCGP</b>

Where any conflicts may exist between this document and the [State Board of Education Policy GRAD-007](#) regarding Endorsements, the State Board Policy will take priority.

## Graduation Requirements Chart

Content Area	For Ninth Graders Entering in 2013 or Later	For Ninth Graders Entering 2017 or later
	FUTURE-READY CORE	OCCUPATIONAL COURSE OF STUDY
English	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English I, II, III, IV
Mathematics	<b>4 Credits</b> NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the students post high school plans.  <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</i>	<b>3 Credits</b> Introduction to Mathematics, Algebra 1 (NC Math I), Financial Management
Science	<b>3 Credits</b> A physical science course, Biology, Earth/Environmental Science	<b>2 Credits</b> Applied Science, Biology
Social Studies	<b>4 Credits</b> Graduation Requirements for those entering between 2014-15 and 2019-20: World History, American History I & II, and American History: Founding Principles, Civics, & Economics  Graduation Requirements for those who entered 9th grade in 2020-21: World History, an American History course, A Founding Principles course (either Civics & Economics or Civic Literacy), Economics and Personal Finance Projected Graduation Requirements for those who enter 9th grade in 2021-22: World History, Civic Literacy, American History, Economics & Personal Finance	<b>2 Credits</b> American History I or American History II and American History: Founding Principles, Civics & Economics  Students Entering 9th grade in 2016 or earlier need American History I AND American History II
World Language	<b>2 Credits</b> are required to meet Minimum Application Requirements for the UNC System.	Not Required
Health & Physical Education	<b>1 Credit</b> Healthful Living I  Successful Completion of CPR requirement outlined in NCGS 115C-81.	<b>1 Credit</b> Healthful Living I  Successful Completion of CPR requirement outlined in NCGS 115C-81.
Specific Electives	<b>6 Credits Required</b> <b>2 elective credits of any combination from either:</b> - Career & Technical Education (CTE) - Arts Education - World Languages <b>4 elective credits strongly recommended (four course concentration) from one of the following:</b> - Career & Technical Education (CTE) - JROTC - Arts Education (e.g., dance, music, theatre, visual arts) - Any other subject area (e.g., mathematics, science, social studies, English, or cross-disciplinary)	<b>6 Credits</b> Occupational Prep I, II, III, IV  Completion of Work-Based Hours as follows: <b>Students Entering 9th Grade 2014 or later: 600 Hours</b> School-Based Vocational Training = 150 Hours Community-Based Vocational Training = 225 Hours Competitive Paid Employment = 225 Hours  <b>Students Entering 9th Grade 2013 or earlier: 900 Hours</b> School-Based Vocational Training = 300 Hours Community-Based Vocational Training = 240 Hours Competitive Paid Employment = 360 Hours  Completion and presentation of a Career Portfolio containing all of the required components.
Career & Technical Education		<b>4 Credits</b> CTE Electives
Additional Electives	<b>4 Credits</b>	
<b>Total</b>	<b>26 Credits</b>	<b>22 Credits</b>

Reference: [NC State Board of Education Policy GRAD-004, State Graduation Requirements](#)

## Scheduling High School Courses for Middle School Students

As outlined in State Board of Education Policy CCRE-001, students in grades 6-8 have the opportunity to earn high school credit while in middle school. The Wake County Public School System has determined that the following courses will be available to middle school students (Updated for 2020-2021).

Please note that teacher-led courses taught for high school credit at the middle school may require specific teacher certification.

Course Name	Course Code if Offered on NCVPS	Course Code if Offered at Middle School or WCPSS Online
<b>English / Language Arts</b>		
English I	10212Y0V	10212Y0
<b>Mathematics</b>		
NC Math 1	21092Y0V	21092Y0
NC Math 2 *	22095X0MSV	22092Y0
NC Math 3 *	23095X0MSV	23092Y0
Precalculus *	24032Y0V	24032Y0
<b>World Languages</b>		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS. (See chart for details). **Math courses can be substituted for grade level math courses.**

Course codes for high school courses available for middle school students are noted above in the chart. These are the only courses that middle school students are eligible to take for high school credit.

High school courses taken at the middle school level will be placed on the high school transcript. Grades will show as the grade earned. High school courses taken in middle school will count as credits toward high school graduation, but will not be counted as a part of the students high school grade point average (GPA).

\* Middle school students do not receive honors credit, however, it is recommended that the student take NC Math 2 and NC Math 3 at the honors level so that they are prepared for the next learning.

## High School Courses for Middle School Students: Frequently Asked Questions (FAQ)

**1. Will the grades earned in high school courses taken in middle school appear on the high school transcript?**

Yes. The grade will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.

**2. Will the grade earned be included in the student's grade point average (GPA)?**

No. Only courses taken during the high school years will be included on the student's grade point average.

**3. Can a student repeat a course for credit at the high school level?**

Students are permitted to repeat a course to build a stronger foundation for future learning. Students wishing to do this should make a written request to their principal or principal's designee. When students choose this option, please note:

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- Only grades earned in high school are included in a student's high school GPA.
- Students retaking a course that they previously passed to build a stronger foundation will not receive elective credit for the second attempt with the course.
- Students repeating a course for credit will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to retake the EOC or use the previous passing score as 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.

### World Language Courses for High School Credit

**1. Do exploratory world language classes (6th Grade, 9 week) count toward earning high school credit?**

No. Exploratory or Introductory world (foreign) language classes do not count toward earning high school credit due to the limited amount of instructional time.

**2. Which course(s) must students successfully complete in order to earn one unit of high school credit?**

Successful completion of all courses included in the Level I curriculum series.

**3. Are students required to take a final exam for the course?**

Yes, a district final exam will be given after the completion of the Level I curriculum courses. The final exam counts as 20% of the student's final grade.

### Mathematics Courses for High School Credit

**1. Is there a placement exam?**

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics based on middle school math placement guidelines.

**2. Are students required to take a standard exam for the course?**

Students taking NC Math 1 must take the NC Math 1 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking NC Math 3 must take the NC Math 3 End-of-Course (EOC) test which counts as 20% of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.

## University of North Carolina System: Minimum Admission Requirements

While these are minimum requirements in the University of North Carolina system, some campuses require a more competitive transcript for final admission. Starting in Fall 2013, Students admitted to the UNC system will have to show a minimum of 2.5 high school grade point average and at least 800 (old test) or 880 (newer test) on the SAT or 17 on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college websites for further information.

UNC System Minimum Admission Requirements
<p>Six (6) Credits in <b>language</b>, including:</p> <ul style="list-style-type: none"><li>• Four (4) credits in English emphasizing grammar, composition, and literature, and</li><li>• Two (2) credits in a language other than English</li></ul>
<p>Four (4) credits in <b>mathematics</b> in any of the following combinations: For students entering high school prior to 2012-2013</p> <ul style="list-style-type: none"><li>• Algebra I and II, Geometry, and one credit beyond Algebra II</li><li>• Algebra I and II, and two credits beyond Algebra II, or</li><li>• Integrated Mathematics I, II, and III and one credit beyond Integrated Math III</li></ul> <p>For students entering high school in 2012-2013 and beyond:</p> <ul style="list-style-type: none"><li>• NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3</li></ul> <p>It is recommended that prospective students take a mathematics credit in the 12th grade.</p>
<p>Three (3) credits in <b>science</b>, including:</p> <ul style="list-style-type: none"><li>• At least one (1) credit in a life or biological science (for example, Biology),</li><li>• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and,</li><li>• At least one (1) laboratory course</li></ul>
<p>Two credits in <b>social studies</b>, including,</p> <ul style="list-style-type: none"><li>• One (1) credit in United States History</li></ul> <p>An applicant who does not have a credit in US History may be admitted on the condition that at least three (3) semester hours in the subject will be passed by the end of the sophomore year.</p>

Reference: [UNC Minimum Admission Requirements](#)

## Promotion Requirements

High school students shall be promoted by attaining credits that are earned through successful completion of specific courses as illustrated in the following charts. Note that the appropriate English credit is required for promotion each year.

**Apex, Apex Friendship, Athens Drive, Broughton, Cary, Crossroads FLEX, East Wake, Fuquay-Varina, Garner, Green Hope, Green Level, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, South Garner, Wake Forest, and Wakefield High Schools**

From Grade	Promotion Criteria	Credits
9	English I; two credits in the areas of mathematics, social studies, or science; and three additional credits	6
10	English II; one credit in mathematics; one credit in social studies; one credit in science; and two additional credits	12
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

**Longview, North Wake College & Career Academy, Phillips, SCORE Academy, Vernon Malone College & Career Academy, Wake Early College of Health & Sciences, Wake STEM Early College, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy**

From Grade	Promotion Criteria	Credits
9	English I; two credits in the areas of mathematics, social studies, or science; and one additional credits	4
10	English II; one credit in mathematics; one credit in social studies; one credit in science	8
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	14

**Enloe (Note: Beginning with students entering 9th grade in 2016 or later, promotion will match those listed with comprehensive high schools in the 1st box on this page.)**

From Grade	Promotion Criteria	Credits
9	English I; two credits in the areas of mathematics, social studies, or science; and two additional credits	5
10	English II; one credit in mathematics; one credit in social studies; one credit in science; and one additional credits	10
11	English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	15

Students should check with their counselors for information on additional promotion requirements.

Reference: [WCPSS Board Policy 3420, Student Promotion & Accountability](#)



# Course Requirements

## Course Loads

In the high schools, each student shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given to the student by the principal. Students approved for Career & Technical Cooperative Education programs or for dual enrollment in post-secondary schools are exempt from this policy.

## Course Selection

No two required English courses may be taken concurrently except in extenuating circumstances as approved by the principal.

Each student served by the Wake County Public School System may request any course listed in this program guide. The system has the potential of offering each course, subject to sufficient minimum student enrollment and adequate staffing and materials. Additionally, due to facility limitations, some courses can be taught only in certain schools. A student who wants to pursue a program of study not available in the school to which he/she is assigned should request a transfer through the Office of Student Assignment. Students granted a transfer for course selection must provide their own transportation.

## Course Withdrawal Penalty

Students are not allowed to drop a course after the first ten days of school. If a student withdraws after the ten-day period, a failure (WF) is noted as the grade and the course is counted as a course attempted with no quality points earned. This action will result in a lower grade point average for the student.

# Grades, Class Rank & Honors

## Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#). Quality points for students entering 9th grade in 2015-16 and beyond are as follows:

Letter Grade	Standard Course	Honors Courses	AP Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

Students will receive one extra quality point for Community College courses approved by the [Comprehensive Articulation Agreement](#) (CAA). Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point.

Students in selected Project Lead the Way courses will earn one extra quality point. Extra weighting is indicated in the course description.

Reference: [NC State Board Policy GRAD-009](#) (section 3)

## Grading Scale

The following grading scale applies to all high school courses.

A = 90-100	B = 80-89	C = 70-79	D = 60-69
F = less than 60	I = Incomplete	WP = Withdraw, no penalty	WF = withdrawal w/ an F

## Grading Period, Interims, and Report Cards

Report cards are issued to students every nine weeks. Per [WCPSS School Board Policy 3400](#), interim reports will be issued to all students at the midpoint of each quarter.

## Final Exams & NC Assessment Requirements

As outlined in WCPSS Board Policy 3410, the Wake County Board of Education 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 and assessment program also assists in the continued refinement of the instructional program.

High school students must take all end-of-course (EOC) tests, Career & Technical Education state assessments (CTE Post-Assessments), and other tests as required by the State Board of Education. The results of EOC and CTE post-assessment exams will count as 20 percent of a student's final grade in each high school course for which there is an EOC test or CTE Post-Assessment. This requirement does not apply to EOC tests for students following the Occupational Course of Study. In courses without a state assessment, the final exam will also count as 20 percent of the student's final grade.

In 2020-2021, EOC tests will be administered in the following courses: NC Math 1, NC Math 3, Biology, English II.

## Class Rank

There shall be periodic compilations of class rankings in high school for the purpose of making an individual student's class rank available to the student, his/her parent, and to other institutions, such as colleges/universities for the purpose of college / university admission and/or scholarships.

To determine class rank, each high school uses final course grades, dividing the total number of quality points divided by the total number of credits attempted. The results are rounded to the fourth decimal place. Advanced Placement and International Baccalaureate courses, Community College courses included on the most recent Comprehensive Articulation Agreement Transfer List, and courses taught at four-year universities and colleges carry one (1.0) extra quality point. Honors courses carry one-half (0.5) extra quality point. This program guide designates courses with weighted credit with an "AP" or "HN." To obtain information about which courses carry weighted credit, as well as general information about class rank, students should consult with their counselors.

A Senior Honors rank is calculated and awarded in accordance with Policy 3450, Class Rankings. For students graduating at the end of eight semesters, all high schools will determine senior honors using the GPA at the end of the 1st semester of the graduating year (semester 7). If any student believes that their last semester courses will impact their honors status, they can request that the school review their transcript and final grades. If final semester grades are likely to result in a new / different recognition, the school will honor that recognition. Please note that updates to honors status will only be able to be changed in the graduation program up until a certain date as those are printed well before graduation. No student who earns graduation honors will have their status altered if their final GPA falls in the last semester of study. For students graduating midyear, the school will use this same system for determining graduation honors using the weighted GPA from the last completed semester of study. The principal shall have final approval of honors designations.

## Latin Honors

Beginning in 2018-19, the WCPSS will designate the following senior honors in lieu of naming a Valedictorian or Salutatorian:

1. Students with a 3.75 - 3.99 weighted grade point average shall receive the distinction of cum laude.
2. Students with a 4.0 - 4.249 weighted grade point average shall receive the distinction of magna cum laude.
3. Students with a 4.25 or higher weighted grade point average shall receive the distinction of summa cum laude.

Reference: [WCPSS School Board Policy 3450, Class Rankings](#)

## Transfer Credit

Students transferring into a WCPSS high school from another school (public or private, a home school, or an alternative school) may receive credit toward graduation for courses successfully completed in the sending school.

Students transferring from a non-magnet WCPSS school to another WCPSS school will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors and AP by the sending school.

Students transferring from a magnet WCPSS school to another WCPSS school will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated as Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect for the year the courses were taken or the magnet planning guide for the receiving magnet school.

Students transferring from another public school system or from a charter school into WCPSS will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect for the year the courses were taken.

Students transferring from a non-public school accredited by one of the six regional accrediting associations\* into the WCPSS will receive:

- Credit for all courses approved by the sending school.
- Weighted credit for all courses designated by the sending school system as Honors or AP only if comparable courses are designated Honors or AP in the non-magnet WCPSS High School Program Planning Guide that was in effect the year the courses were taken.

Upon review and approval by the principal, students transferring into a WCPSS school from a non-public school not accredited by one of the six regional accrediting associations\* or from a home school may receive credit toward graduation for courses successfully completed in the non-accredited, non-public school according to the following guidelines:

- Documentation must be provided to the receiving WCPSS School by the sending school as to the course of study the student followed, materials used, work samples, total number of contact hours per course, and scores of any standardized tests the student has taken.
- Grades will be recorded as "Pass" (P) or "Fail" (F) and will be identified on the transcript as non-WCPSS grades.
- Grades and credits will not be included in the calculation of GPA or class rank.

Per Wake County School Board Regulation Code 5535.7 R&P, students reentering a WCPSS school after being long-term suspended, suspended for 365 days, or expelled from the Wake County Public School System may earn credits toward graduation and/or promotion to the next grade for courses successfully completed during the period of suspension while enrolled in a private school, an institution of higher education, or a homeschool program. The principal will review the student's record as provided by the sending school to determine if credit should be granted for the courses successfully completed. If credit is granted:

- Grades will be recorded as "Pass" (P) or "Fail" (F).
- No quality points will be awarded for credits earned while the student is suspended or expelled from WCPSS.
- Credits will not count as credits attempted for purposes of calculating the student's GPA and class rank.
- The student will not be eligible for any school recognition or honor which is determined by the student's cumulative GPA or class rank.

To the extent possible, students who transfer among schools in Wake County or who transfer into the WCPSS in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings in the new school, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course that will not result in the denial of credit to the extent practical in the school setting; for example, if the student can "catch up" in class or perform adequately without having completed the first part of the class. Determination of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer.

\* *Middle States, New England, North Central, Northwest, Southern, and Western Associations*

## Transcripts

WCPSS high schools use the College Foundation of North Carolina (CFNC) Electronic Transcript as the primary method of sending senior transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities and community colleges accept the CFNC Electronic Transcript. These transcripts are free to current seniors and are sent within one day of the request through the student CFNC account online. More information can be found at [www.cfnc.org](http://www.cfnc.org).

WCPSS high schools provide each currently enrolled high school student with three official transcripts per year at no charge. After receiving written permission from the parent, these transcripts will be sent to any college, university, or organization requested. There will be a \$5.00 charge for each additional paper transcript, after the first three. In order for a paper transcript to be "official," it must be sent from the high school office to the college, university, or organization without the student or parent handling it.

Transcripts may be requested online via your high school's website or <https://wcpss.scriborder.com>.

In addition to the three free transcripts, there is no charge for the following:

- Mid-year senior year transcript
- Final transcript after graduation
- Transcript for any scholarship or award requested by the high school scholarship committee. Consult your school counselor or registrar for more information on sending transcripts.

## Graduation Options

### Early Graduation (Six Semesters or Less)

For graduation prior to one's class, a student must:

- a) Show satisfactory mastery of high school academic skills and concepts;
- b) Show a need for early graduation; and,
- c) Meet the graduation course and testing requirements that were effective for the year he/she entered 9th grade for the first time.

Procedures for early graduation include:

- a) The parent(s) / court appointed custodian(s) of a student may request early graduation for the student by filing a written request with the school principal at least 30 days prior to the beginning of the student's last semester of enrollment.
- b) The principal with a committee of local school staff considers the request and approves or denies graduation prior to one's class on an individual case-by-case basis subject to the criteria stated above.

Students who plan to complete college admissions requirements early in their high school career are encouraged to meet with their school counselor regarding college opportunities. If a student has met requirements through the early graduation planning process and the school issues a diploma accordingly, the student will not be eligible to return to a WCPSS high school.

### Mid-Year Graduation (After Seven Semesters)

Seniors who wish to graduate at the midpoint of their senior year through acceleration, will need to consult with their school counselor regarding graduation credits and all local requirements prior to the beginning of the seventh semester. If a student is approved for midyear graduation and schedules have been adjusted accordingly, the decision to graduate after seven semesters becomes binding. Mid-year graduates will not be eligible to participate in school events or activities as a student during spring semester. The principal may grant a mid-year graduate permission to participate in June graduation ceremonies. Mid-year graduates will not be included in the Q3 senior honors rank.

# Program Details

## Drivers Education

Drivers Education is offered through a private contractor during after-school hours, holidays, and summer months. Enrollment information is available from site coordinators in each high school.

## NCAA Eligibility Requirements

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and Division 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. Please note that initial eligibility certification pertains only to NCAA requirements for participation in Division I or II athletics and has no bearing on admission to a particular Division I or II institution. Please note the following:

- It is best to register at the beginning of your sophomore year.
- Register online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). For Division III, contact your Division III college regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements and current NCAA approved course lists, go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## Programs for Exceptional Students

Students who meet state criteria for Special Education are eligible for special services. After the required evaluations have been completed by the appropriate staff, an Individual Education Program (IEP) is developed by a committee that considers each student's strengths and weaknesses. The IEP is a document that specifically states the services a child receives, along with goals and objectives. Special Education courses are included in the Course Descriptions section of this guide.

Special Education services are provided to an identified student with special needs from the following continuum:

- The regular teacher receives consultation from a Special Education teacher.
- Special education/related services are provided in a regular classroom.
- Special education/related services are provided part time in a setting outside the regular classroom.
- Special education/related services are provided full time in a setting outside the regular classroom.

For more information about these programs, students should see their counselors.

## Study Abroad

For a student to take courses abroad and receive high school credit in Wake County, careful planning based on outlined procedures is required. Credit may be given for those courses that have substantial equivalency to a Wake County high school course in content and hours as documented by a syllabus from the school.

Grades earned in courses taken abroad are not included in the calculation of the student's grade point average. A notation of "Pass" (P) or "Fail" (F) will be made on the permanent record. This procedure, while resolving the problem of incompatible grading systems, may affect a student's ability to qualify as a "North Carolina Academic Scholar" and other academic recognitions.

### A. Responsibilities of the Student

1. File "Request for Credit for Study Abroad" by July 1 of the year preceding the proposed study; approval cannot be granted until the student submits a copy of the syllabus of the course(s) for which credit is requested. The hours of study and grading system in the course(s) must be included.
2. Notify his/her principal and receive approval for any course changes by December 31 of the year prior to his/her study abroad.
3. Mail to his/her Wake County high school a copy of the first semester grade report received on approved courses.
4. Schedule and take required End-of-Course tests and teacher examinations of the Wake County course(s) for which substitution is to be made. This requires the student to be available one week prior to graduation from high school (June or August graduation is available).
5. Notify the school of any changes in permanent address and telephone numbers.

### B. Responsibilities of the School

1. Approve or deny "Request for Credit for Study Abroad" no more than two weeks after course syllabus is presented.
2. Administer required End-of-Course tests and teacher examinations to students.
3. Enter an E-1 on the last day of school on the principal's monthly report for students studying abroad.

## North Carolina Virtual Public School (NCVPS)

A student requesting to be enrolled in a district-approved online for credit course must meet with his/her school counselor to discuss online learning opportunities and determine eligibility. Once eligibility is determined, the student, along with his/her parent/guardian must submit a signed Online Course Enrollment Form to his/her school counselor for principal approval.

Course options and logistics around online learning is governed by [WCPSS Board Policy 3102](#) and its related [R&P](#).

### I. Student Enrollment

Students must complete the following steps in order to enroll in online courses.

Steps to Register for Online Courses:

1. Student meets with school-based eLearning Advisor (ELA) to discuss online options and determine eligibility.
2. Student and parent/guardian submit completed Dual Enrollment Form to his/her school counselor for Principal approval.  
\*Students may be asked to sign a Statement of Academic Integrity in which they promise to uphold the WCPSS Code of Conduct and promote academic integrity while taking online courses.
3. The ELA determines if the student has any modifications and shares that information with the course instructor.

Note: Please visit [www.ncvps.org](http://www.ncvps.org) for a complete list of computer requirements

### II. Criteria for Course Selection

- The course must provide opportunities not currently available to the student at their school.
- Selection of online courses must follow recommended and required prerequisites as listed in the Middle and High School Program Planning Guides.
- Students enrolled in a full, daily schedule at their school may take one online course. Students enrolled in a half-day schedule may take two online courses.
- Any course that requires an End-of-Course test is approved at principal's discretion.

### III. Considerations for Summer Study:

- Rising 9<sup>th</sup> grade students wishing to take online courses must secure high school permission through the completion of the Dual Enrollment Form signed by the high school principal.
- Any course that requires an End-of-Course test is approved at principal's discretion.
- Middle school students have limited summer opportunities based on available personnel.
- Any student enrolled in an EOC or ELEMENTS (vocational) course is required to take the final exam at his/her base school.

### IV. Student Eligibility

Students wishing to enroll in an online course must be able to:

- read on grade level as demonstrated by a passing score on the previous Reading EOG or English I EOC
- access the internet daily, browse the internet, use a clickable menu, send email, and upload and download attachments as demonstrated on the computer survey
- communicate effectively, as most courses require simultaneous discussions with the teacher and other students using web tools such as Blackboard, Moodle, etc.
- work at rigorous daily pace set by the instructor
- meet deadlines and manage course assignments
- discipline themselves to commit to 5 to 10 hours per week per course to complete work

### V. Instructional Resources

#### Textbooks

While NCVPS is making strides to provide online textbooks for all courses, there are some courses that require traditional textbooks. When possible, the school will provide district-adopted textbooks for students. The list of courses that require textbooks not available online can be found on the NCVPS website as well as suggestions for where to buy them. Schools may limit students to courses that utilize district-adopted textbooks.

Note: Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.

#### Science Labs

Some science courses require lab participation and caution should be exercised when approving students to take these courses. Some online labs are available through 'lab bench', however others are not. Descriptions of AP science courses should be examined carefully before enrollment to determine if labs are available online or if the course requires participation in labs on campus.

#### Course Specific Materials

Other than the textbook, any additional resources (such as digital cameras, handheld devices, MIDI, etc.) required by the instructor of the online course are the sole responsibility of the student.

## Credit Recovery vs Repeating a Course for Credit

NC State Board of Education [Policy CCRE-001](#) defines “repeating a course for credit” as any high school course repeated via any delivery method when the entire Standard Course of Study is being taught for the second time. “Credit recovery” is defined as delivering a subset of the Standard Course of Study in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion.

When a student is completing a course via credit recovery, the following apply:

- The length of credit recovery courses will be dictated by the skills and knowledge the student needs to recover and not be a fixed length of time. For example, a student may only need a few weeks to recover the needed skills and knowledge and would not be required to take the course for the entire semester (or year).
- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student’s GPA.

When a student is repeating a course for credit, the following apply:

- Students will receive a numerical grade and both grades will appear on the high school transcript.
- For students who initially fail a course and repeat the full course and earn a passing grade:
  - Prior to 2015-16, both grades will count towards GPA calculation.
  - Beginning in 2015-16, the new course grade will replace the failing grade in GPA calculation.
- For students who passed the course with minimal proficiency and are retaking it to build a stronger foundation:
  - Students will receive a numerical grade and both grades will appear on the high school transcript.
  - Both grades will count towards GPA calculation.
  - Students will not receive credit towards graduation for the second attempt with the course.
- Only grades earned in high school are included in a student’s high school GPA.
- Students will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect either to retake the EOC or use the previous passing EOC score as 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.

# Alternative Programs of Study

## Academically or Intellectually Gifted Services

Academically or Intellectually Gifted (AIG) students may be identified in English/Language Arts, mathematics, or in both areas. Students who qualify for the AIG program are served through self-selected courses within specified Honors and/or AP English classes and/or in specified advanced level mathematics courses. These courses are designed to provide challenges and appropriate instruction for very capable students through more frequent use of higher level skills and concepts and development of advanced, independent research projects.

## Advanced Placement Program

The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement. WCPSS offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies, and others. Specific course offerings vary from school to school.

## Dual Enrollment Opportunities

As outlined in Policy 3101, in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future education and workplace endeavors, the Wake County Board of Education will support high school students who wish to enroll in an appropriate college course or combination of college courses outside the Wake County Public School System for high school credit. Principals shall award dual credit according to the Career & College Promise program guidelines established by the North Carolina Department of Public Instruction (NCDPI). Only courses that articulate to courses included in the [Dual Credit Chart](#) will be considered for credit on the high school transcript.

Any student who is dually enrolled must continue to be present at a WCPSS school for a minimum of 50% of the instructional day. The parent or guardian of the high school student must give permission for the course to be taken and then student and parent/guardian must complete the WCPSS dual enrollment form prior to enrolling in the course. Enrollment of a student in a course is the responsibility of the student and parent/guardian. The course must be approved in advance by the principal through the use of the dual enrollment form.

### General Policies, Eligibility Guidelines, and Application Process

1. The course must be part of the student's comprehensive course of study.
2. The course must provide opportunities not currently available at the student's school.
3. The student must be enrolled for at least 50% of the instructional day and progressing toward graduation at the base school.
4. The student must complete the Dual Enrollment form and have the signed approval of the principal or principal designee prior to registering for the course.
5. The student must contact the cooperating institution and complete all admission and registration or other requirements as requested by the IHE, community college, or non-WCPSS secondary school. The student must provide their own transportation, be responsible for any fees, and follow all rules, regulations, and calendars as set by the cooperating institution.
6. The student will be responsible for providing an official grade report directly to the base school as evidence of dual enrollment course completion. The course will be added to the student's transcript and an Incomplete (I) will be noted until the official grade is received. If a transcript is not received, the grade will convert from an Incomplete (I) to an F, and an F will be calculated on the transcript. Once a student is enrolled, the course cannot be dropped without permission of the principal and following proper procedures of the cooperating institution.
  - a. University or college transfer courses of three to five (3-5) hours will receive one credit at the base school.
  - b. Community college courses of at least forty-nine (49) contact hours will receive one-half credit at the base school.  
Community college courses of at least ninety-nine (99) contact hours will receive one-half credit at the base school.
7. The student must take IHE, community college, or non-WCPSS secondary school courses for graded credit in order to earn a high school credit.
8. Quality points will be calculated as defined in the WCPSS High School Program Planning Guide.

Additional details and regulations are available in Policy 3101 and its related R&P.



## English Scope and Sequence

Freshman	Sophomores	Juniors	Seniors
<p><b>Integrated Reading/English I-yearlong</b> (Students will be hand selected based on Reading EOG and county testing )</p> <p><b>Honors English I</b></p>	<p><b>Structured Writing and English II</b> (Students will be hand selected based on Reading EOG and county testing )</p> <p><b>Honors English II</b></p> <p><b>Pre-AP English II with AP Seminar</b> (Yearlong)</p>	<p><b>Honors English III</b></p> <p><b>AP Language &amp; Composition</b></p> <p><b>*AP Language requires summer reading</b></p>	<p><b>Honors English IV</b></p> <p><b>AP Literature &amp; Composition</b></p> <p><b>*AP Literature requires summer reading</b></p>

## Social Studies Scope and Sequence

Freshmen	Sophomores	Juniors	Seniors
<p><b>World History-H</b> (academic option) <b>AP World History Modern</b> (Semester long)</p>	<p><b>Civics &amp; Economics-H</b> (academic option)</p> <p><b>Electives:</b> Religions in World Cultures-H (academic option)</p>	<p><b>American History 1-H</b> (academic option) <b>American History 2-H</b> (academic option) <b>AP U. S. History</b> (yearlong)</p>	<p><b>Electives:</b> Religions in World Cultures-H (acad— option)</p>
<p><b>Electives</b> Religions in World Cultures-H (academic option) AP Human Geography</p>	<p>Law and Justice- H (academic option) Sociology-H African American Studies-H AP Human Geography AP Psychology AP World History</p>	<p>Religions in World Cultures-H (academic option) Law and Justice- H (academic option) Sociology-H African American Studies-H AP US Government AP Human Geography AP Psychology AP World History</p>	<p>Law and Justice- Academic &amp; Honors Sociology-H African American Studies-H AP Human Geography AP US. Government AP Psychology AP World History</p>

## MATHEMATICS AT HERITAGE HIGH SCHOOL

- HOW TO USE THIS CHART: Locate the first math course that your child will be taking at Heritage. From there, the boxes will show which subsequent courses will be options..
- The sequences shown are the most common ones taken by students. Proper placement should only be made after consultation with a student's current math teacher.
- To make a successful move from Academic to Honors, students should earn at least an 80 in the current course.
- All math courses beyond Introductory Math require the use of a graphing calculator.
- All classes are for one semester only, except as noted below except in the case of Math I ( Parts 1 and 2), Math II (Foundations and Math II) or AP Calculus.
- It is expected that most students take at least one math class per calendar year.

Typical Sequences Under Future Ready Core						
Year 1		Year 2		Year 3		Year 4
A. Foundations of Math I (Elective)	Math I	Foundations of Math II (Elective)	Math II	Math III		• Math IV
B.	Math 1		Math II	Math III		• Math IV
C.	Math 1		Math II (Honors)	Math III (Honors)		• Math IV (Honors) Or PreCalculus And/Or AP Statistics
D.Math Plus Honors (Elective)	Math II Honors	Math III (Honors)		Pre-calculus (Honors) OR Math IV (Honors)		• AP Statistics And/Or Discrete Math for CS (Honors)
E.Math Plus (Honors)/Math II (Honors)		Math III (Honors)		Precalculus (Honors)		• AP Calculus AB/BC And/Or AP Statistics
F. Math II Honors		Math III Honors		Pre-calculus (Honors)		• AP Calculus AB/BC And/Or AP Statistics
G. Math III Honors		Pre-calculus (Honors)		Calculus Honors & AP Calculus AB (yearlong)	AP Calculus AB & BC (yearlong)	• AP Statistics

\*AP Stats may be taken in the same year as Pre-Calculus

### NOTES:

- Foundations of Math I and Math I is a linked, two-semester course. Students must register for both courses. Completing both of these credit courses will fulfill the Math I graduation requirement.
- Students also have the option to take Math I in one semester.
- We recommend rising 9th grade students take Math Plus during the first semester of 9th grade if a student earned a C or lower in Math 1 during the 8th grade. Students will then take Honors Math 2 or Academic Math 2 in the spring of the freshman year.
- In order to satisfy the UNC requirement, students must earn four math credits in high school, including at least one of the following courses: Advanced Functions and Modeling, Pre-Calculus, Discrete Math, AP Statistics, or AP Calculus.

While all pathways can be considered by all students, the following table provides possible pathways based on a student's post high school plans and interests.

Post High School Plans	Pathways to Consider
Considering a College/University & STEM Career	E,F,G
Considering a College/University & A Non-Stem Career	A,B,C,D
Entering a Community College or Trade Career	H,I,J

## Science at HERITAGE HIGH SCHOOL

### Graduation Requirements:

Graduation Requirements:

To graduate from High School in North Carolina, each student must earn a minimum of three science credits. Students must take at least one class from each category:

- Biological Science (Biology)
- Physical Science (Physical Science, Chemistry, or Physics)
- Earth Science (Earth Science, Upper Earth Science, or AP Environmental Science)

Earth Science 9 is a laboratory based course emphasizing the function of the earth's system. Earth Science Upper Level is for students who have already taken science courses at the high school level. The principles of Earth Science are taught in greater depth and at a more rapid pace for students who already have established lab and inquiry skill. We recommend that all students take a diversity of science courses and encourage them to take more science classes than the minimal graduation requirement. Students who are college bound should also consider potentially earning college credit by enrolling in AP level courses. Electives are always an option if the student has met the pre-requisite requirement. Rising 9th grade students should choose from the follow based upon their math enrollment. Students should also consider the rigor of English classes from middle school to determine enrolling in honors or academic classes.

<u>If you were recommended for the following math class entering 9<sup>th</sup> grade:</u>	<u>...then it is <i>recommended</i> you register for:</u>
Foundations of Math 1	Academic Earth Science
Math 1	
Math Plus Honors	Honors Earth Science <sup>1</sup> OR Honors Biology <sup>1</sup>
Math II Honors	Honors Biology <sup>1</sup>
Math III Honors or Above	

<sup>1</sup> Honors classes are expected to explore the content in greater depth than academic level classes.

### Possible Pathways in Science

The options below are the most common pathways for students at HHS to meet the graduation requirements. ***Other pathways may be considered based upon the individual needs of the student.***

	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Option 4</u>
<b>9<sup>th</sup> Grade</b>	Earth Science	Honors Earth Science	Honors Biology	Honors Biology
<b>10<sup>th</sup> Grade</b>	Biology <b>OR</b> Honors Biology	Biology <b>OR</b> Honors Biology	AP Environmental Science <b>OR</b> Honors Earth Science	Honors Chemistry <b>OR</b> AP Chemistry Year Long
<b>11<sup>th</sup> Grade</b>	Physical Science <b>OR</b> Honors Chemistry	Physical Science <b>OR</b> Honors Chemistry	Honors Chemistry <b>OR</b> AP Chemistry	Honors Earth Science <b>OR</b> AP Environmental Science
<b>12<sup>th</sup> Grade</b>	Honors Physics <b>AND/OR</b> Science Elective	Honors Physics <b>AND/OR</b> Science Elective	Honors Physics <b>AND/OR</b> AP Level Classes <b>AND/OR</b> Science Elective	Honors Physics <b>AND/OR</b> AP Level Classes <b>AND/OR</b> Science Elective

10<sup>th</sup> -12<sup>th</sup> Students should consider required courses left to graduate, teacher recommendations, and level of performance in science and math when registering for classes.

## WORLD LANGUAGES

Heritage High School offers French, Spanish, and Chinese. Generally, colleges and universities require a minimum of two credits of the same second language for admission; however, many competitive schools favor three consecutive years of the same language. Very competitive students should consider four or more credits of the same language, including AP courses. Please refer to the WCPSS High School Planning Guide for course descriptions. World Language teachers will work with their current students to determine the most appropriate level placement.

The following should be considered when registering for second language courses:

Level I	Students should have earned a minimum of an 80 in their English course and are expected to function at grade level in grammar and communication skills.
Level II	Departmental guides suggest a min. grade of an 80 in Level I <b>AND</b> be recommended by their Level I teacher. Rising 9th graders who have completed two or more full years of Spanish must post a satisfactory score on the middle school placement test. Students who do not take a middle school placement test may be required to take a placement test developed by Heritage High School during the first week of the course.
Level III, IV, and AP	It is suggested that students have earned a minimum of an 80 in prior levels, have a strong commitment to second language learning, <b>AND</b> be recommended by their teacher.
<b>*NOTE: It is highly recommended that students who do not meet the minimum requirements for placement in the next level repeat the current level.</b>	

The chart that follows will assist students in making appropriate language course selections, based on their interests, goals and pathways. **Ninth graders should strongly consider their course load, pathway, and English grades when registering for a language course.**

<b>World Languages Suggested Course of Sequence</b>				
<b>Options for Rising 9<sup>th</sup> Graders</b>				
If you....	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
...have previous earned a level I credit	Level I	Level III and/or IV	Level IV & /or V or AP	Adv. Placement Language or Literature
...have excellent study habits & attendance, ...are highly motivated	Level I and II	Level III	Level IV	Adv. Placement Language or Literature
Recommended for students on the College-Prep pathway or to meet UNC two-year requirement	Level I and II	Level III (Optional)	Level IV (Optional)	Adv. Placement Language or Literature (Optional)

What plans of study do you have?	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
For students seeking to meet UNC two-year requirement	Level I and II	Level III (Optional)	Level IV (Optional)	AP Language or Literature (Optional)
For students who want to take AP Language or Literature	Level I and II	Level III and/or IV	Level IV and/or V	AP Language or Literature
Options for those who wish to study <b>more</b> than one language	Level I and II First new language course	Level III and IV First new language course	AP Language or Literature in first language <b>OR</b> Second new Language Level I and II	Second new Language III and/or IV

# Heritage High School Fine Arts Courses

## General Music Classes – Heritage High School

### **Guitar (952025G)**

This course focuses on classroom instruction in popular styles of guitar playing: technique, music reading, chord symbols, song accompaniment patterns, improvisation, chord embellishment and substitution, arranging, stage etiquette and ensemble performance.

### **Heritage High School Band Courses**

Students should sign up for two band courses, but it is not a requirement. All new students to the HHS Bands will need to play a brief audition for the Director of Bands, Clint McCaskill, to determine placement in an ensemble. He may be contacted at 570-5633 or [cmccaskill@wcpss.net](mailto:cmccaskill@wcpss.net). All ensembles have after school performance and rehearsal requirements, as well as prescribed, required performance attire. Please see the band website to learn more about the HHS Bands program.

Students have the following options to choose from when signing up for their ensembles.

<b>Fall Term</b>	<b>Spring Term</b>
<i>Marching Band</i> – Placement is based on a student and their family’s decision to march or not to march. This is the largest and most visible performing group at HHS. It travels across NC and performs nationally as well. We will hold an information session in July in which we will provide all monetary and time commitments for this ensemble. The meeting will be advertised on the band website. If you need to miss this meeting, please contact the director ( <a href="mailto:cmccaskill@wcpss.net">cmccaskill@wcpss.net</a> ) to get the missed information.	<i>Concert Band</i> – This ensemble performs 2-3 times in the Spring Term. We place an emphasis on playing literature that is appropriate to the experience level of the students and will help them grow as musicians.

### **Honors Credit**

In order to receive honors credit, students must demonstrate an advanced skill level and a serious commitment to the performing arts. They must perform scales and a solo for the director before the end of the semester.

## **Chorus Classes**

### **Vocal Music I (Women’s and Men’s)**

This class will be offered in the fall and spring semester and will be open to all students. Vocal skills are continuously developed through study of classical and contemporary works. Emphasis is placed on posture, breath-control and proficiency in music reading and performance.

## **Theatre Arts Courses**

**Theatre I:** No prerequisite: Open to all students in grades 9-12.

**Technical Theatre I:** Prerequisite Theatre I **and** recommendation from the teacher. Participation in crew assignments for after-school rehearsals and performances is required. All Technical Theatre students are **required** to dress appropriately for class daily, which includes wearing protective shoes and clothing suitable for painting.

## **Visual Arts Courses**

**Visual Arts 1:** No Pre-req.

**Visual Arts 2:** Pre-req. Art 1 (**Recommendation only**)

**Sculpture and Ceramics:** Prerequisite: Visual Art I

## **Dance Courses**

### **Modern Dance-Beginning**

This course introduces students to movement and choreography through the elements of modern dance. Students will use whole body movements, strength, flexibility, endurance, and proper alignment to develop dance technique. Students will use dance to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Dance attire is required and will be determined by the teacher. Participation in class, after-school rehearsals, and performances is expected.

# PHYSICAL EDUCATION

The successful completion of Healthful Living I is required for graduation. Students may enroll in a Physical Education elective course after they have passed Healthful Living I.

## HEALTHFUL LIVING I

The completion of Healthful Living I is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living I students are encouraged to pursue other Healthful Living electives.

Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships

## HEALTHFUL LIVING I HONORS

This course is designed to challenge highly motivated individuals to understand and apply concepts of neuroscience as they apply to personal health and physical education. Students will use various technology tools to collect data and analyze their understanding of the impact that health choices have on the function of their brain and body. This course is project-based, and students will be expected to possess superior leadership, collaborative and communicative skills. In addition, students will need to possess the ability to research and present factual products which demonstrate an understanding of healthy behaviors and their relation to basic neuroscience. Students will use this understanding to develop and analyze both their fitness growth and growth in motor skills & movement concepts. A goal of the course is to develop a deeper understanding of the correlation between exercise, nutrition, sleep and other health behaviors that significantly affects the overall health and brain function of each student.

# AP CAPSTONE PROGRAM

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

## Combining Scholarly Practice with Academic Intensity

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, complement the rigor of AP courses and exams by equipping students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

- Analyze topics through multiple lenses to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

## Building Skills Identified by Leading Educational Organizations

AP Capstone has collaborated with colleges and universities to define its content and standards. It utilizes frameworks and learning objectives uniquely aligned with core AP skills and practices and other skills-based learning objectives as identified by:

- Advanced Placement® Program, Skills and Practices
- The Association of American Colleges and Universities (AAC&U), *The Essential learning Outcomes, College Learning for the New Global Century*
- The Partnership for 21st Century Skills (P21), *A Framework for 21st Century Learning*
- Common Core State Standards Initiative, *Literacy in History/Social Studies, Science, and Technical Subjects 6–12*
- Council of Writing Program Administrators, *Framework for Success in Postsecondary Writing*
- The Association of College & Research Libraries, *Information Literacy Standards for Higher Education*

## AP SEMINAR –Taken in the 10<sup>th</sup> grade and paired with a complimentary course on an A/B, yearlong schedule.

This foundational course, typically taken in grade 10 or 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.

Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the edibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.

### **Assessment**

Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.

### **AP RESEARCH-Taken in the 11<sup>th</sup> or 12<sup>th</sup> grade**

The second course in the AP Capstone experience allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues.

Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument.

### **Assessment**

- Students are assessed through culminating performance tasks:
- Academic thesis paper (approximately 5,000 words) with a defined structure
- Presentation, performance, or exhibition and oral defense of research and presentation
- The AP Research score is based on these components and is reported on the standard 1– 5 AP scoring scale

Students May Earn One of the Following Designations On Their Transcript If They Satisfy these Requirements:

### **AP CAPSTONE DIPLOMA**

- Students who score a 3 or better on both of the Capstone course exams and a 3 or better on four (4) additional AP course exams

### **AP SEMINAR AND RESEARCH CERTIFICATE**

- Students who score a 3 or better on both of the Capstone course exams, but not on the four (4) additional AP course exams

## **SCHEDULE CHANGE INFORMATION**

The State Board of Education **prohibits** dropping EOC classes after the first ten days of a semester. Before the deadlines listed below, classes may be dropped for the following reasons:

1. Attended and passed a summer school course.
2. Is scheduled for a class in which you have already earned credit, or failed a course that is a prereq. for another course.
3. Has failed a teacher one or more times and a schedule change has been initiated by a parent, teacher, or administrator.
4. Has not been scheduled for four classes.
5. Seeks to increase rigor
6. A specific course is needed for graduation or college admission.

**After the first 10 days of school, a WP (withdrawal passing) or a WF (withdrawal failing) is entered for any classes that are dropped. The WP or WF is recorded on the student's permanent NC transcript.**

**Please note:** It may be impossible to change your schedule because of legislated class size maximums, the number of sections offered, and the time in which the courses are offered.

**Questions regarding portions of this guide should be directed to the appropriate person below by contacting the school at 570-5600 or by email using the email addresses provided below.**



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(all email addresses end in @wcpss.net)

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CTE:	Danny Bland (dbland) & Kim Szadek (kszadek)	LANGUAGES:	Leroy Salazar (lsalazar)
FINE ARTS:	Maggie Byron (mbyron)	SOCIAL STUDIES:	Abby Soffe (asoffe)
HEALTH/PE:	Jessica Furlough (jfurlough)		
MEDIA:	Janice Hodges (jhodges)	SPECIAL PROGRAMS	Kathleen Kirsch (kkirsch) & Kandi Rupert (krupert)
ESL	Laurie Tucker (ltucker)		
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