**Requirements for Graduation**

From the time students enter Kindergarten, they are preparing for high school graduation.

To make sure students stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. Courses and credits needed for graduation are listed below:

|  |  |  |
| --- | --- | --- |
| **Content Area** | **Future Ready Core** | **Future Ready Occupational** |
| English | **4 credits**   * English I * English II * English III * English IV | **4 credits**   * OCS English I * OCS English II * OCS English III * OCS English IV |
| Mathematics | **4 credits**   * NC Math I * NC Math II * NC Math III * A 4th math course   (aligned with the students post- secondary plans) | **3 credits**   * OCS Introduction to Math I * OCS NC Math I * OCS Financial Management |
| Science | **3 credits**   * Earth/Environmental Science * Biology * Physical Science or Chemistry | **2 credits**   * OCS Applied Science * OCS Biology |
| Social Studies | **4 credits**- students entering 9th grade before 2020-2021   * World History * Civics and Economics * World History I * World History II   **4 credits** – students entering 9th grade 2020-2021 and after   * World History * Founding Principles of the United States of America and North Carolina: Civic Literacy * American History * Economics and Personal Finance | **2 credits**- students entering 9th grade before 2020-2021   * OCS Civics and Economics * OCS American History I **or** OCS American History II   **2 credits** – students entering 9th grade 2020-2021 and after   * Founding Principles of the United States of American and North Carolina: Civic Literacy * Economics and Personal Finance |
| Health/Physical Education | **1 credit**   * Health/Physical Education and Cardiopulmonary Resuscitation (CPR) training | **1 credit**   * Health/Physical Education and Cardiopulmonary Resuscitation (CPR) training |
| PLUS | **12 elective credits**  World Language ( 2 credits of the same language required for UNC College Admission – not for graduation  2 must be any combination from CTE or Arts Education  **4 course pathway concentration strongly recommended**  CTE, JROTC, Arts Education, and any other subject area  Extra courses in English, Math, Science, Social Studies, CCP | **● 6 Occupational Prep credits (Prep I,II, III, IV)** (i.e, completion of 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, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.  **● 4 CTE credits**  **A career portfolio**  **Completion of the student’s IEP objectives** |
| **Total Credits needed for graduation** | **16 core credits**  **12 Elective Credits**  **28** |  |

\*Note: 16 core classes- passing these classes are mandatory for graduation

Students are required to meet high school promotion standards

To be promoted from:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **8th to 9th Grade** | **9th to 10th** | **10th to 11th** | **11th to 12th** | **Graduation** |
| Promotion determined by middle school | 7 credits +  English I | 14 credits + English II | 21 Credits + English III | 28 Credits |

**Grading, Weighting of Grades and Quality** Points

Halifax County utilizes a system of weighting courses (also known as quality points) when determining class rank. This system indicates the degree of difficulty of the courses. Class rank will be calculated with the PowerSchool computer system using grade point averages based on the Weighting of Grades scale below. Class rank will be calculated with the PowerSchool computer system using grade point averages based on the Weighting of Grades scale below:

**Grading scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 90-100 = **A** | 80-89 = **B** | 70-79 = **C** | 60-69 = **D** | 59 and below = **F** |

**Weighting of Grades (Quality Points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **College Prep/**  **electives/CTE/**  **some CCP classes** | **Honors**  **Classes** | **AP/CCP College Transfer Pathways classes** |
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |

**Retaking Courses Previously Failed**

The term “repeating a course for credit” refers to a high school course repeated via any delivery method or academic level when the entire Standard Course of Study for that course is being taught to the student for a second time. (NCSBE Policy GCS-M-001, GS 115C-81) A student wishing to “repeat a course for credit” will receive a grade and take the associated End-of-Course (EOC) test, NC Final Exam, or local final exam. Those students who have already made a Level III, IV or V on the associated EOC test may elect to either retake the EOC or use the previous passing EOC score as 25% 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 original grade earned shall be replaced by the new grade. The new grade, rather than the original grade, will then be factored in when computing GPA. All EOC tests administered for a repeating course must be administered during the NCDPI specified testing window.

**Credit Recovery**

The term “credit recovery” refers to a block of instruction that is less than the entirety of the Standard Course of Study for that course. The length of a credit recovery course shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. The original record of the course being completed and failed will remain on the transcript. The student will receive a grade of Pass or Fail for each credit recovery course. The P/F earned through credit recovery will not affect the student’s GPA. Any EOC test associated with the credit recovery course may be administered no later than 30 days upon completion of the credit recovery course.

**Honors Courses**

The overall purpose of Honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on both depth and breadth of content. Instructors place additional emphasis on the application of content within each course and across related disciplines. Honors courses require advanced reading lists, advanced writing assignments, and independent study/projects. Additional activities may include follow-up assignments on enrichment activities and a portfolio collection of work. You may enroll in an Honors course if you possess the appropriate prerequisite courses and choose to participate in this more rigorous course of study.

**Advanced Placement Courses**

Advanced Placement courses expose high school students to college-level curriculum. Students may study challenging subjects of interest in a variety of areas: Arts, English, World Language, Mathematics, Science, and Social Studies. In order to enroll in AP coursework, students must possess appropriate prerequisite courses and choose to participate in this advanced course of study. AP exams are administered in the spring of each school year. Colleges and universities may grant credit, placement, or both based on scores on the exams. AP courses require more rigorous and expansive reading, writing, and research than Honors or standard level courses.

**\*At this time, Northwest CTA only offers Advanced Placement courses through NCVPS (North Carolina Virtual Public School). Please see the counselor, if you are interested.**

**Career and College Promise (CCP) Courses**

Through a partnership with Halifax Community College, North Carolina’s Career and College Promise program provides dual enrollment educational opportunities for eligible high school students to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills.

**High School Diploma Endorsements**

Students in North Carolina public schools and public charter 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.

The five diploma endorsements available to NC public school graduates are:

* **Career Endorsement** indicating completion of a rigorous course of study that includes a Career Technical Education concentration
* **College Endorsement** indicating readiness for entry into NC Community Colleges
* **College/UNC Endorsement** indicating readiness for entry into a four-year university in the University of North Carolina system
* **NC Academic Scholars Endorsement** indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education
* **Global Languages Endorsement** indicating proficiency in one or more languages in addition to English

To earn endorsements, students shall:

**Career Endorsement**

1. Complete Future-Ready Core math sequence. Math I, Math II, Math III and a fourth math course. Acceptable fourth math course include any math that may be used to meet NC high school graduation requirements;
2. Complete a CTE concentration in one of the approved CTE Career Pathway;
3. Earn an **unweighted** GPA of at least 2.6;
4. Earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from Workkeys assessments or another appropriate industry credential/certification; and
5. Earn at least the benchmark reading score established by a nationally norm-referenced college admission test. (ACT/SAT).

The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

**College Endorsement**

1. Complete Future Ready core math sequence. Math I, Math II, Math III and a fourth math course that must meet UNC system minimum admissions requirements or be acceptable for earning placement in a credit bearing college math class under NC Community College System’s Multiple Measures Placement policy;
2. Earn an **unweighted** GPA of at least 2.6; and
3. Earn at least the benchmark reading score established by a nationally norm-referenced college admission test. (ACT/SAT).

The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

**College/UNC Endorsement**

1. Complete the Future Ready core math sequence. Math I, Math II, Math III and a fourth math course that meets UNC system minimum admission course requirements that include a math course with Math III as a pre-requisite;
2. Complete three units of science including a least one physical science with a lab one life science and one additional science course
3. Complete U.S. History or equivalent coursework;
4. Complete two units of a world language (other than English);
5. Earn a **weighted** GPA of at least 2.5; and
6. Earn at least the benchmark reading score established by a nationally norm-referenced college admission test. (ACT/SAT).

The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

**NC Academic Scholars Endorsement**

1. Complete the Future Ready core math sequence. Math I, Math II, Math III and a fourth math course that meets UNC system minimum admission course requirements that include a math course with Math III as a pre-requisite;
2. Complete three course credits of science including and Earth/Environmental science, Biology, and either physics or chemistry;
3. Complete four course credits of social studies
4. Complete two course credits of a world language (other than English);
5. Complete four elective course credits in any one subject area, such as CTE, JROTC, Arts Education, World Language, or in another content area;
6. Completed at least three higher-level courses during junior and/or senior years

which carry quality points such as honors level, AP, Dual Enrollment, Advanced

CTE and CTE credentialing courses; and

1. Earn an **unweighted** GPA of at least 3.50

**Global Language Endorsement**

* Earn a combined **unweighted** GPA of 2.5 or above for the four English Language Arts courses required for graduation
* Establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the NCDPI; and

\* establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy

\* 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.

\* Pass an external exam approved by the NCDPI establishing “Intermediate Low’ proficiency or higher per the American Council on the Teaching Foreign Languages (ACTFL) proficiency scale.

* English Learner Students shall complete all requirements of section 1 and 2 above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA)

Proficiency scale in all four domains on the most recent state identified English language proficiency test.

**Graduation Honors**

These “ honors” designations will be used for graduating seniors:

|  |  |
| --- | --- |
| **Weighted GPA** | **Designation** |
| Highest GPA  (end of 1st semester) | Valedictorian |
| 2nd highest GPA  (end of 1st semester) | Salutatorian |
| 3.5 and higher | Graduate with  **“High Honors”** |
| 3.0 to 3.4999 | Graduate with  **“Honors”** |

**Career and College Promise Program (CCP)**

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

There are two pathways in which an eligible high school student can enroll:

1. A College Transfer Pathway.

2. A Career and Technical Education Pathway.

**College Transfer Pathways**

The College Transfer Pathways are designed for high school juniors and seniors who wish to begin earning credit towards a baccalaureate degree. The College Transfer Pathways provide tuition free college credits as part of the Universal General Education Transfer Component (UGETC). **The college transfer pathway can lead to a minimum of 30 hours of college transfer credit, for qualifying high school juniors and seniors.**

UGETC courses with a final grade of “C” or better will transfer for general education equivalency credit to each of the 16 UNC institutions.

**College Transfer Pathway Admission Requirements**

1. Students must be a high school Junior or Senior.
2. Students must have a minimum high school GPA of 2.8 (unweighted).
3. Students must meet all course prerequisites.
4. Students may demonstrate college readiness on an assessment or placement

test. In addition, students must demonstrate college readiness in English,

Reading, and Mathematics to be eligible for enrollment in a College Transfer

Pathway.

To maintain eligibility for continued enrollment, a student must:

a. Continue to make progress toward high school graduation, and

b. Maintain a 2.0 GPA in college coursework after completing two courses

NOTE: Students who fall below a 2.0 GPA in their college coursework may become ineligible for future courses

**Career and Technical Pathways**

Career and Technical Education Pathways are programs of study to provide expanded opportunities for eligible high school students to participate in Career and Technical Education tuition free courses and to expose students to a variety of high-skill career options. **The career and technical education pathway leads to a certificate, diploma, or degree, for**

**qualifying high school students.**

**The Career and Technical Education Pathway Admission Requirements**

1. Students must be a high school Junior or Senior.

Ninth and tenth graders may be enrolled in Automotive Systems Technology, Industrial Systems Technology, Welding Technology, and Business Administration pathways.

1. Students must have a minimum high school GPA of 2.8 (unweighted) and have

a recommendation from his/her high school principal.

1. Students must meet all course prerequisites.

To maintain eligibility for continued enrollment, a student must

a. Continue to make progress toward high school graduation, and

b. Maintain a 2.0 in college coursework after completing two courses.

NOTE: Students who fall below a 2.0 GPA in their college coursework may become ineligible for future courses.

**Program Offerings**

**College Transfer Pathways** (11th/12th graders)

Associate in Arts

Associate in Science

Associate Degree Nursing Pathway (P1032C)

Career and Technical Education Pathways

Automotive Technologies C60160HS (9th, 10th, 11th, 12th graders) Revised Fall 2016

Business Administration C25120HS (9th, 10th, 11th, 12th graders) Revised Fall 2016

Business Administration (Accounting Emphasis) C25120HA (9th, 10th,11th, 12th graders)

Cosmetology C55140HS (11th, 12th graders) Revised Fall 2019

Criminal Justice Technology C55180HS (11th/12th graders)

Early Childhood Education C55220HS (11th/12th graders)

Human Services Technology C45380HS (11th/12th graders)

Information Technology: Systems Security A25590HS (11th, 12th)

Industrial Systems Technology C50240HS (9th, 10th, 11th, 12th graders)

Medical Office Administration C25310HS (11th/12th graders)

Therapeutic Diagnostic (Nurse Aid) C45970HS (11th/12th graders) Revised Fall 2016

Welding Technology C50420HS (9th/10th/11th/12th graders

\*\* **\*\* Please see school counselor for CCP application and**

**more information\*\***

Scheduling

**High School Courses Taken at the Middle School**

Students in grade 8 who pass English I and/or mathematics, science, social studies, or world language courses that are described in and aligned to the North Carolina Standard Course of Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the high school transcript.

These courses shall not be included in the calculation of student’s high school Grade Point Average (GPA). Student GPA shall be computed only with courses taken during the high school years

**Changing or Withdrawing from Courses**

Students are expected to choose courses carefully at the time of registration to minimize the need to request schedule changes. Students may request a schedule change before the start of school or within the first 5 days of the semester by completing the appropriate forms available through the guidance office. All schedule changes are subject to approval by parents and school staff and are dependent on the rationale for the change and the available space in other classes.

Teachers and guidance counselors may request a schedule change for a student within the first 10 days of a semester.

Senior Flex Day Program (Early Dismissal)

A senior who is in good standing, is on track for graduation, needs less than 8 credits to graduate and meet GPA requirement of 3.5 (and any other requirement as stipulated by administration) may opt to apply for early dismissal.

• Application for and approval of flex day must be made within the first 10 days of the semester.

• Necessary courses must be completed in sequential order during the day (Periods 1, 2, 3 or 2, 3, 4). For example, students may not leave midday and return for 4th block class.

• Student must provide his/her own transportation.

• If a student wishes to return to school grounds after the end of the school day for after-school activities, principal approval is necessary. This does not apply to night events.

All early dismissals applications must have parent and principal approval.

**Students considering applying to a four-year college shall discuss with their school counselor how a flex schedule could impact potential college admissions.**

**Course Offerings & Descriptions**

Students should carefully select courses to be taken. While we gladly help to support and guide students, it is the responsibility of students, parents and staff to make sure students have the correct number and composition of units needed to graduate. If unsure, students should contact their school counselor for assistance. A worksheet has been provided to help keep track of courses taken.

Though most subject areas do have courses that are to be taken in a progressive sequence (e.g. English l should be taken before English II), program area courses are listed alphabetically for ease of use.

**See Course Description Guide**