North Carolina Virtual Public School

CATALOG 2025-2026

Important Dates

	Summer	Year Long	Fall	Spring
Early		Aug 11 - May 5	Aug 11 - Dec 5	Jan 5 - May 5
Standard	June 24 - Aug 1	Aug 25- May 12	Aug 26 - Jan 9	Jan 20 - May 12

For More Information
984-239-6340 | ncvpsinfo@ncpublicschools.gov
Or visit us online at ncvps.org

Welcome to the North Carolina Virtual Public School (NCVPS), where we're excited to offer you an unparalleled set of educational options! NCVPS believes that education should be accessible, engaging, and empowering. We are thrilled to present our comprehensive catalog, offering a diverse range of online courses and programs tailored to meet the needs of today's students. With NCVPS, you can take advantage of over 130 courses, including hard-to-staff subjects like Arabic, Mandarin Chinese, and German, as well as Advanced Placement (AP), flex learning, blended courses for the Occupational Course Study, and middle school courses. NCVPS offers every course needed to graduate with a high school diploma on both the state's diploma tracks.

Through interactive online lessons, collaborative projects, and personalized support, we foster an inclusive learning environment that encourages critical thinking, creativity, and personal growth. Our highly-qualified faculty members will become a part of your school life, offering a globally competitive perspective while remaining rooted in your community.

As one of the largest state-led virtual schools in the country, we have been able to achieve this growth thanks to the collaboration and partnership from schools and districts all over North Carolina. Explore our catalog to learn more about our offerings, and talk to your school's e-Learning Advisor (eLA) about how NCVPS can help you achieve your graduation goals. We value your feedback and want to ensure that online learning meets your needs and helps you get ready for college and a fulfilling career. As you explore our catalog, you will find detailed course descriptions, information on prerequisites, and an overview of our comprehensive support services. We are excited to embark on this educational journey with you, and we look forward to helping you achieve your goals, unleash your potential, and open doors to a bright future. Join us today and gain the "virtual advantage" that will prepare you for success!

Sincerely,

Mia. F. Murphy, Ed.D.
Executive Director North Carolina Virtual Public School

Calendar

North Carolina
Virtual Public School

Important Dates

	Start of Term	Last Day to Drop	Last Day to Add	End of Term	Final Grades Posted
Summer	June 24	June 30	June 30	Aug 1	Aug 11
Early Start Fall	Aug 11	Aug 22	Sept 8	Dec 5	Dec 11
Standard Start Fall	Aug 25	Sept 8	Sept 8	Jan 9	Jan 16
Early Start Spring	Jan 5	Jan 16	Feb 2	May 5	May 14
Standard Start Spring	Jan 20	Feb 2	Feb 2	May 12	May 21

View the full **NCVPS Calendar** for more important dates including special events such as holidays and breaks, **Iwork@NCVPS** and **Culture Café** sessions, and when progress grade reports are available to schools.

North Carolina
Virtual Public School

Courses

North Carolina
Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
AP Art History	AP	5A007X0				Early & Standard		
AP Biology	AP	3A007X0		Yes		Early & Standard	Early & Standard	Early
AP Calculus AB	AP	2A007X0		Yes		Early & Standard	Early & Standard	Early
AP Calculus BC	AP	2A017X0		Yes			Early & Standard	Standard
AP Computer Science A	AP	2A027X0		Yes		Early & Standard		Early & Standard
AP Computer Science Principles	AP	0A027X0				Early & Standard		
AP English Language and Composition	AP	1A007X0		Yes		Early & Standard		
AP English Literature and Composition	AP	1A017X0		Yes		Early & Standard		
AP Environmental Science	AP	3A027X0		Yes		Early & Standard	Early & Standard	Early
AP European History	AP	4A017X0		Yes		Early & Standard		
AP Human Geography	AP	4A027X0		Yes		Early & Standard		
AP Precalculus	AP	2A04740		Yes				Standard
AP Physics 1	AP	3A057X0		Yes		Early & Standard		
AP Psychology	AP	4A057X0				Early & Standard		Early

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
AP Statistics	AP	2A037X0		Yes		Early & Standard	Early & Standard	Early
AP U.S. Government & Politics	AP	4A067X0		Yes		Early & Standard		Early
AP World History (Modern from 1200 AD)	AP	4A097X0		Yes		Early & Standard		
Visual Arts (Beginning)	Arts	54152X0			Standard	Standard	Standard	Early & Standard
Visual Arts (Intermediate)	Arts	54162X0		Yes			Standard	Early & Standard
Visual Arts Specialization (Intermediate): Digital Photography I	Arts	54622X0		Yes	Standard		Standard	Early & Standard
Visual Arts Specialization (Acomplished Honors): Digital Photography II	Arts	54635X0		Yes	Standard		Standard	Early & Standard
Visual Arts Specialization (Intermediate): Art of Game Design	Arts	54622X0		Yes	Standard		Standard	Early & Standard
Visual Arts Specialization (Intermediate): Art of Fashion Design	Arts	54622X0		Yes	Standard		Standard	Early & Standard
Accounting I	CTE	BA102X0	Cred.		Standard			
Accounting I Honors	CTE	BA105X0	Cred.		Standard			
Animal Science I	CTE	AA212X0	CTE		Standard	Early & Standard	Early & Standard	Early & Standard
Business Essentials	CTE	BF102X0	CTE		Standard	Early & Standard	Early & Standard	Early & Standard
Business Essentials Honors	Honors	BF105X0	CTE				Standard	Early & Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Career Management	CTE	ED452X0	PBM		Standard	Early & Standard	Early & Standard	Early & Standard
Entrepreneurship I	CTE	ME112X0	PBM		Standard	Standard	Early & Standard	Early & Standard
Entrepreneurship I Honors	Honors	ME115X0	PBM				Standard	Early & Standard
Food and Nutrition I	CTE	FN412X0	CTE			Early & Standard	Early & Standard	Early & Standard
Marketing I	CTE	MM512X0	PBM		Standard	Early & Standard	Early & Standard	Early & Standard
Marketing I Honors	Honors	MM515X0	PBM				Standard	Early & Standard
Python Programming I	CTE	CP102X0	Cred.		Standard	Early & Standard	Early & Standard	Early & Standard
Python Programming I Honors	CTE	CP105X0	Cred.		Standard	Early & Standard	Early & Standard	Early & Standard
SAS Base Programming Honors	CTE	CP315X0	Cred.		Standard	Early & Standard	Early & Standard	Early & Standard
Workforce Ready	Electives	96102X0			Standard		Early & Standard	Early & Standard
Leadership Development	Electives	96102X0			Standard		Early & Standard	Early & Standard
Success 101	Electives	96102X0			Standard		Early & Standard	Early & Standard
English I	English	10212X0/ 10212Y0			Standard	Early & Standard	Early & Standard	Early & Standard
English I EL	English	10212X0			Standard	Early & Standard	Early & Standard	Early & Standard

North Carolina Virtual Public School

9

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
English I Honors	English	10215X0/ 10212Y0			Standard	Early & Standard	Early & Standard	Early & Standard
English II	English	10222X0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English II EL	English	10222X0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English II Honors	English	10225X0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English III	English	10232X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English III Honors	English	10235X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English IV	English	10242X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English IV Honors	English	10245X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Journalism	English	10312X0			Standard	Early & Standard	Early & Standard	Early & Standard
World Mythology	English	10252X0			Standard	Early & Standard	Early & Standard	Early & Standard
World Mythology Honors	English	10255X0						Standard
Health Education (.5 credit) (Public School students are not eligible for this course unless they are transferred in with the other complementary half of HPE)	Health	60092X0			Standard		Standard	Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Fitness-Physical Education (.5 credit) (Public School students are not eligible for this course unless they are transferred in with the other complementary half of HPE)	Health	60602X0			Standard		Standard	Standard
HPE - Health and Physical Education (combined 1 credit)	Health	60492X0			Standard		Early & Standard	Early & Standard
Accounting I Honors	Honors	BA105X0	CTE		Standard			
Business Essentials Honors	Honors	BF105X0	CTE				Standard	Early & Standard
Entrepreneurship I Honors	Honors	ME115X0	PBM				Standard	Early & Standard
Marketing I Honors	Honors	MM515X0	PBM				Standard	Early & Standard
African-American Studies Honors	Honors	TBD						Standard
American History Honors	Honors	43115X0			Standard	Early & Standard	Early & Standard	Early & Standard
Anatomy and Physiology Honors	Honors	33305X0/ 33302Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Arabic III Honors	Honors	12225X0		Yes			Standard	Standard
Astronomy Honors	Honors	34505X0				Standard	Standard	Early & Standard
Biology Honors	Honors	33205X0/ 33202Y0	EOC		Standard	Early & Standard	Early & Standard	Early & Standard
Chemistry Honors	Honors	34205X0/ 34202Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard

North Carolina Virtual Public School

11

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Chinese III Honors	Honors	11235X0		Yes			Standard	Standard
Chinese IV Honors	Honors	11235X0		Yes				
Earth / Environmental Science Honors	Honors	35015X0/ 35012Y0			Standard	Early & Standard	Early & Standard	Early & Standard
Economics and Personal Finance Honors	Honors	43195X0			Standard	Early & Standard	Early & Standard	Early & Standard
English I Honors	Honors	10215X0/ 10212Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English II Honors	Honors	10225X0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English III Honors	Honors	10235X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
English IV Honors	Honors	10245X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Forensic Science Honors (Science Elective)*	Honors	30205X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Founding Principles of the United States of America and North Carolina: Civic Literacy Honors	Honors	43185X0			Standard	Early & Standard	Early & Standard	Early & Standard
French I Honors	Honors	11015X0				Standard	Standard	Early & Standard
French II Honors	Honors	11025X0		Yes		Standard	Standard	Early & Standard
French III Honors	Honors	11035X0		Yes	Standard	Standard	Standard	Early & Standard
French IV Honors	Honors	11045X0		Yes	Standard	Standard	Standard	Early & Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Japanese III Honors	Honors	11835X0		Yes			Standard	Standard
Japanese IV Honors	Honors	11845X0		Yes				Standard
Latin I Honors	Honors	12415X0					Standard	Standard	Early & Standard
Latin II Honors	Honors	12425X0					Standard	Standard	Early & Standard
Latin III Honors	Honors	12435X0		Yes	Standard	Standard	Standard	Early & Standard
NC Math I Honors	Honors	21095X0/ 21095Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math II Honors	Honors	22095X0/ 22095Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math III Honors	Honors	23095X0/ 23095Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Oceanography Honors	Honors	35365X0				Early & Standard	Early & Standard	Early & Standard
Pre-Calculus Honors	Honors	24035X0/ 24032Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Psychology Honors***	Honors	44035X0			Standard		Early & Standard	Early & Standard
Python Programming I Honors	Honors	BP145X0	Cred.		Standard	Early & Standard	Early & Standard	Early & Standard
SAS Base Programming Honors	Honors	CS315X0	Cred.		Standard	Early & Standard	Early & Standard	Early & Standard
Spanish I Honors	Honors	11415X0					Standard	Standard	Early & Standard

North Carolina
Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Spanish II Honors	Honors	11425X0				Standard	Standard	Early & Standard
Spanish III Honors	Honors	11435X0		Yes	Standard	Standard	Standard	Early & Standard
Spanish IV Honors	Honors	11445X0		Yes	Standard	Standard	Standard	Early & Standard
Veterinary Science Honors	Honors	30205X0				Standard	Standard	Early & Standard
Visual Arts Specialization (Accomplished Honors): Digital Photography II	Honors	54635X0		Yes	Standard		Standard	Early & Standard
World History Honors	Honors	43035X0/ 43032Y0			Standard	Early & Standard	Early & Standard	Early & Standard
Discrete Mathematics for Comp Sci	Math	24012X0			Standard	Standard	Standard	Standard
NC Math 1	Math	21092X0/ 21092Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 1 Honors	Math	21095X0/ 21095Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 2	Math	22092X0/ 22092Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 2 Honors	Math	22095X0/ 22095Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 3	Math	23092X0/ 23092Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 3 Honors	Math	23095X0/ 23095Y0	EOC	Yes	Standard	Early & Standard	Early & Standard	Early & Standard
NC Math 4	Math	24092X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Pre-Calculus Honors	Math	24035X0/ 24032Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Foundations of NC Math 1 Co-Teaching	Math	20902X0					Early & Standard	Early & Standard
NC Math 1 Co-Teaching (EOC)	Math	21092X0	EOC	Yes			Early & Standard	Early & Standard
NC Math 2 Co-Teaching	Math	22092X0		Yes			Early & Standard	Early & Standard
NC Math 3 Co-Teaching (EOC)	Math	23092X0	EOC	Yes			Early & Standard	Early & Standard
Anatomy and Physiology Honors	Science	33305X0/ 33302Y0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Astronomy	Science	35402X0				Standard	Standard	Early & Standard
Astronomy Honors	Science	35405X0				Standard	Standard	Early & Standard
Biology	Science	33202X0	EOC		Standard	Early & Standard	Early & Standard	Early & Standard
Biology Honors	Science	33205X0	EOC		Standard	Early & Standard	Early & Standard	Early & Standard
Biology Co-Teaching	Science	33202X0	EOC			Early & Standard	Early & Standard	Early & Standard
Chemistry	Science	34202X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Chemistry Honors	Science	34205X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Earth / Environmental Science	Science	35012X0/ 35012Y0			Standard	Early & Standard	Early & Standard	Early & Standard

North Carolina
Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Earth / Environmental Science Honors	Science	35015X0			Standard	Early & Standard	Early & Standard	Early & Standard
Forensic Science Honors (Science Elective)*	Science	30205X0		Yes	Standard	Early & Standard	Early & Standard	Early & Standard
Oceanography	Science	35362X0			Standard	Early & Standard	Early & Standard	Early & Standard
Oceanography Honors	Science	35365X0				Early & Standard	Early & Standard	Early & Standard
Physical Science	Science	34102X0/ 34102Y0		Yes	Standard	Standard	Standard	Early & Standard
Veterinary Science*	Science	30202X0			Standard	Early & Standard	Early & Standard	Early & Standard
Veterinary Science Honors*	Science	30205X0				Standard	Standard	Early & Standard
African-American Studies	Social Studies	46012X0						Standard
African-American Studies Honors	Honors							Standard
American History	Social Studies	43112XO			Standard	Early & Standard	Early & Standard	Early & Standard
American History Honors	Social Studies	43115X0			Standard	Early & Standard	Early & Standard	Early & Standard
Economics and Personal Finance	Social Studies	43192X0			Standard	Early & Standard	Early & Standard	Early & Standard
Economics and Personal Finance Honors	Social Studies	43195X0			Standard	Early & Standard	Early & Standard	Early & Standard
Founding Principles of the United States of America and North Carolina: Civic Literacy	Social Studies	43182X0			Standard	Early & Standard	Early & Standard	Early & Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Founding Principles of the United States of America and North Carolina: Civic Literacy Honors	Social Studies	43185X0			Standard	Early & Standard	Early & Standard	Early & Standard
Medieval Studies	Social Studies	48002X0			Standard		Early & Standard	Early & Standard
Psychology*	Social Studies	44032X0			Standard		Early & Standard	Early & Standard
Psychology Honors*	Social Studies	44035X0			Standard		Early & Standard	Early & Standard
World History	Social Studies	43032X0/ 43032Y0			Standard	Early & Standard	Early & Standard	Early & Standard
World History Honors	Social Studies	43035X0			Standard	Early & Standard	Early & Standard	Early & Standard
American Sign Language I	World Lang.	12812X0/ 12812Y0			Standard		Standard	Standard
American Sign Language II	World Lang.	12822X0/ 12822Y0		Yes	Standard		Standard	Standard
Arabic I	World Lang.	12212X0/ 12212Y0						Standard
Arabic II	World Lang.	12222X0/ 12222Y0		Yes				Standard
Arabic III Honors	World Lang.	12225X0		Yes			Standard	Standard
Chinese I	World Lang.	11212X0/ 11212Y0					Standard	Standard
Chinese II	World Lang.	11222X0/ 11222Y0		Yes			Standard	Standard
Chinese III Honors	World Lang.	11235X0		Yes			Standard	Standard
Chinese IV Honors	World Lang.	11245X0		Yes				
French I	World Lang.	11012X0/ 11012Y0			Standard	Standard	Standard	Early & Standard

North Carolina Virtual Public School

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
French I Honors	World Lang.	11015X0			Standard	Standard	Standard	Early & Standard
French II	World Lang.	11022X0/ 11022Y0		Yes	Standard	Standard	Standard	Early & Standard
French II Honors	World Lang.	11025X0		Yes	Standard	Standard	Standard	Early & Standard
French III Honors	World Lang.	11035X0/ 11035Y0		Yes	Standard	Standard	Standard	Early & Standard
French IV Honors	World Lang.	11045X0		Yes	Standard	Standard	Standard	Early & Standard
German I	World Lang.	11612X0/ 11612Y0					Standard	Standard
German II	World Lang.	11622X0/ 11622Y0		Yes	Standard		Standard	Standard
Japanese I	World Lang.	11812X0/ 11812Y0					Standard	Standard
Japanese II	World Lang.	11822X0/ 11822Y0		Yes			Standard	Standard
Japanese III Honors	World Lang.	11835X0		Yes			Standard	Standard
Japanese IV Honors	World Lang.	11845X0		Yes				Standard
Korean I	World Lang.	14612X0/ 14612Y0						Standard
Latin I	World Lang.	14612Y0 (6-8)			Standard	Standard	Standard	Early & Standard
Latin I Honors	World Lang.	12415X0			Standard	Standard	Standard	Early & Standard
Latin II	World Lang.	12422X0/ 12422Y0		Yes	Standard	Standard	Standard	Early & Standard
Latin II Honors	World Lang.	12425X0		Yes	Standard	Standard	Standard	Early & Standard

Standard High School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Latin III Honors	World Lang.	12435X0		Yes	Standard	Standard	Standard	Early & Standard
Russian I	World Lang.	12012X0/ 12012Y0					Standard	Standard
Russian II	World Lang.	12022X0/ 12022Y0		Yes			Standard	Standard
Spanish I	World Lang.	11412X0/ 11412Y0			Standard	Standard	Standard	Early & Standard
Spanish I Honors	World Lang.	11415X0			Standard	Standard	Standard	Early & Standard
Spanish II	World Lang.	11422X0/ 11422Y0		Yes	Standard	Standard	Standard	Early & Standard
Spanish II Honors	World Lang.	11425X0		Yes	Standard	Standard	Standard	Early & Standard
Spanish III Honors	World Lang.	11435X0		Yes	Standard	Standard	Standard	Early & Standard
Spanish IV Honors	World Lang.	11445X0		Yes	Standard	Standard	Standard	Early & Standard

North Carolina Virtual Public School

Co-Teaching Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
English II Co-Teaching	English	10222X0	EOC	Yes		Early & Standard	Early & Standard	Early & Standard
Foundations of NC Math 1 Co-Teaching	Math	20902X0					Early & Standard	Early & Standard
NC Math 1 Co-Teaching	Math	21092X0	EOC	Yes			Early & Standard	Early & Standard
NC Math 2 Co-Teaching	Math	22092X0		Yes			Early & Standard	Early & Standard
NC Math III Co-Teaching	Math	23092X0	EOC	Yes			Early & Standard	Early & Standard
Biology Co-Teaching	Science	33202X0	EOC			Early & Standard	Early & Standard	Early & Standard
Economics and Personal Finance Co-Teaching	History	43192X0				Early & Standard	Early & Standard	Early & Standard
Middle School Math Co-Teaching 6	MS Math	20062Y0	EOG			Standard		
Middle School Math Co-Teaching 7	MS Math	20072Y0	EOG			Standard		
Middle School Math Co-Teaching 8	MS Math	20082Y0	EOG			Standard		

Middle School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Middle School 6th ELA	MS ELA	10562Y0				Standard		
Math Grade 6	MS Math	20062Y0	Yes	Yes		Standard		
Advanced Math 6	MS Math	20092Y0	Yes	Yes		Standard		
Middle School Science Grade 6	MS Science	30062Y0		Yes		Early & Standard		
Middle School 6th Grade Social Studies	MS Social Studies	40062Y0				Standard		
Middle School 7th Grade ELA	MS ELA	10572Y0	Yes	Yes		Standard		
Math Grade 7	MS Math	20072Y0	Yes	Yes		Standard		
Advanced Math 7	MS Math	20122Y0	Yes	Yes		Standard		
Middle School Science Grade 7	MS Science	30072Y0		Yes		Early & Standard		
Middle School 7th Grade Social Studies	MS Social Studies	4007AY0				Standard		
Middle School 8th Grade ELA	MS ELA	10582Y0	Yes	Yes		Standard		
Middle School 8th Grade Math	MS Math	20082Y0	Yes	Yes		Standard		
Middle School Science Grade 8	MS Science	30082Y0	Yes	Yes		Early & Standard		
Middle School 8th Grade Social Studies	MS Social Studies	40082Y0				Standard		

North Carolina Virtual Public School

Middle School Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Middle School Creative Writing	MS Elective	10262Y0					Standard Standard	Standard
Middle School Success 101	MS Elective	96102Y0					Standard Standard	Early & Standard
Visual Arts Grade 8	MS Elective	54082Y0					Standard	Early & Standard
Visual Arts Specialization Grade 8: Art of Discovering Photography	MS Elective	55082Y0					Standard	Early & Standard
Middle School Creative Coding (with Vidcode)	MS Elective	96102Y0				Standard	Early & Standard	Early & Standard
Middle School Math Co-Teaching 6	MS Math	20062Y0	EOG			Standard		
Middle School Math Co-Teaching 7	MS Math	20072Y0	EOG			Standard		
Middle School Math Co-Teaching 8	MS Math	20082Y0	EOG			Standard		

North Carolina Virtual Public School

In Real Time Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
In Real Time: NC Math 1	HS Math & MS Math	21092X0/ 21092Y0	Yes	Yes		Standard		
In Real Time: Middle School 8th Grade Science	MS Science	30082Y0	Yes	Yes		Early & Standard		
In Real Time: Middle School 8th Grade Math	MS Math	20082Y0	Yes	Yes		Standard		
In Real Time: Middle School 8th Grade ELA	MS ELA	10582Y0	Yes	Yes		Standard		
In Real Time: Middle School 7th Grade Science	MS Science	30072Y0		Yes		Early & Standard		
In Real Time: Middle School 7th Grade Math	MS Math	20072Y0	Yes	Yes		Standard		
In Real Time: Middle School 7th Grade ELA	MS ELA	10572Y0	Yes	Yes		Standard		

North Carolina
Virtual Public School

Credit Recovery Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Credit Recovery Biology	Credit Recovery		Yes	Yes	Standard			
Credit Recovery Earth Environmental Science	Credit Recovery			Yes	Standard			
Credit Recovery Physical Science	Credit Recovery			Yes	Standard			
Credit Recovery American History	Credit Recovery				Standard			
Credit Recovery Founding Principles of the United States of America and North Carolina: Civic Literacy	Credit Recovery				Standard			
Credit Recovery Economics and Personal Finance	Credit Recovery				Standard			
Credit Recovery World History	Credit Recovery				Standard			
Credit Recovery English 1	Credit Recovery				Standard			
Credit Recovery English 2	Credit Recovery		Yes	Yes	Standard			
Credit Recovery English 3	Credit Recovery			Yes	Standard			
Credit Recovery English 4	Credit Recovery			Yes	Standard			
Credit Recovery Math 1	Credit Recovery		Yes		Standard			
Credit Recovery Math 2	Credit Recovery			Yes	Standard			

North Carolina Virtual Public School

Credit Recovery Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Credit Recovery Math 3	Credit Recovery		Yes	Yes	Standard			
Credit Recovery Math 4	Credit Recovery			Yes	Standard			
Credit Recovery PreCalculus Honors	Credit Recovery			Yes	Standard			
Credit Recovery HPE	Credit Recovery				Standard			

North Carolina Virtual Public School

Blended Courses

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring
Blended English I	English	9210BX0				Early & Standard	Early & Standard	Early & Standard
Blended English II	English	9211BX0	EOC	Yes		Early & Standard	Early & Standard	Early & Standard
Blended English III	English	9212BX0		Yes		Early & Standard	Early & Standard	Early & Standard
Blended English IV	English	9213BX0		Yes		Early & Standard	Early & Standard	Early & Standard
Blended Math 1 Part 1	Math	9610BX0					Early & Standard	Early & Standard
Blended NC Math I	Math	9225BX0	EOC	Yes			Early & Standard	Early & Standard
Blended Financial Management	Math	9222BX0		Yes		Early & Standard	Early & Standard	Early & Standard
Blended Introduction to Math	Math	9220BX0		Yes		Early & Standard	Early & Standard	Early & Standard
Blended Biology	Science	9232BX0	EOC			Early & Standard	Early & Standard	Early & Standard
Blended Applied Science	Science	9231BX0				Early & Standard	Early & Standard	Early & Standard
Blended Earth/Environmental Science	Science	35012X0						Standard
Blended Founding Principles of the United States of America and North Carolina: Civic Literacy	Social Studies	9251BX0				Early & Standard	Early & Standard	Early & Standard

Course Title	Dept.	Course Code	State Test	Pre-Req	Summer	Year Long	Fall	Spring

NOTE: To assist LEAs in monitoring who to assess using the end-of-course test and which students have EOC scores of Achievement Level III or IV on record, the NCDPI included a new feature in the latest release of the ABCTools accountability software. The report entitled Students Repeating a Course and Membership/Course Codes will assist LEAs in making testing determinations. There is no additional coding necessary.

Partnership Courses

Course Title	Dept.	Course Code	State Test	Pre-Req
Visual Arts (Beginning)	Arts	54152X0		
Visual Arts Specialization (Proficient): Digital Photography II	Arts	54635XO		Yes
Career Management	CTE	CC452X0	PBM	
Entrepreneurship I	CTE	ME112X0	PBM	
Marketing I	CTE	MM512X0	PBM	
CTE Internship AGNR	CTE	WI022X0		
CTE Internship ARCH	CTE	WI032X0		
CTE Internship AAVC	CTE	WI012X0		
CTE Internship BMA	CTE	WI042X0		
CTE Internship EDUC	CTE	WI052X0		
CTE Internship FINA	CTE	WI062X0		
CTE Internship GOVT	CTE	WI072X0		
CTE Internship HLTH	CTE	WI082X0		
CTE Internship HOSP	CTE	WI092X0		
CTE Internship HUMA	CTE	WI102X0		
CTE Internship INFO	CTE	WI112X0		
CTE Internship LAW	CTE	WI220X0		
CTE Internship MANU	CTE	WI132X0		

North Carolina Virtual Public School

Partnership Courses

Course Title	Dept.	Course Code	State Test	Pre-Req
CTE Internship MRKT	CTE	WI142X0		
CTE Internship STEM	CTE	WI152X0		
CTE Internship TRAN	CTE	WI162X0		
Leadership Development	Electives	96102X0		
Success 101	Electives	96102X0		
Workforce Ready	Electives	96102X0		
English I	English	10212X0/ 10212Y0		
English I EL	English	10212X0		
English I Honors	English	10215X0/ 10212Y0		
English II	English	10222X0	EOC	Yes
English II EL	English	10222X0	EOC	Yes
English II Honors	English	10225X0	EOC	Yes
English III	English	10232X0		Yes
English III Honors	English	10235X0		Yes
English IV	English	10242X0		Yes
English IV Honors	English	10245X0		Yes
HPE - Health and Physical Education (combined 1 credit)	Health	60492X0		
NC Math 1	Math	21092X0/ 21092Y0	EOC	Yes

Partnership Courses

Course Title	Dept.	Course Code	State Test	Pre-Req
NC Math 1 Honors	Math	21095X0/ 21095Y0	EOC	Yes
NC Math 2	Math	22092X0/ 22092Y0		Yes
NC Math 2 Honors	Math	22095X0/ 22095Y0		Yes
NC Math 3	Math	23092X0/ 23092Y0	EOC	Yes
NC Math 3 Honors	Math	23095X0/ 23095Y0	EOC	Yes
NC Math 4	Math	24092X0		Yes
Pre-Calculus Honors	Math	24035X0/ 24032Y0		Yes
Biology	Science	33202X0/ 33202Y0	EOC	
Biology Honors	Science	33205X0/ 33202Y0	EOC	
American History	Social Studies	43112XO		
American History Honors	Social Studies	43115X0		
Economics and Personal Finance	Social Studies	43192X0		
Economics and Personal Finance Honors	Social Studies	43195X0		
Psychology*	Social Studies	44032X0		
Psychology Honors*	Social Studies	44035X0		
Earth / Environmental Science	Science	35012X0/ 35012Y0		
Earth / Environmental Science Honors	Science	35015X0/ 35012Y0		
Forensic Science Honors (Science Elective)*	Science	30205X0		Yes

![North Carolina Virtual Public School logo]

Partnership Courses

Course Title	Dept.	Course Code	State Test	Pre-Req
French I	World Lang.	11012X0/ 11012Y0		
French II	World Lang.	11022X0/ 11022Y0		Yes
Spanish I	World Lang.	11412X0/ 11412Y0		
Spanish II	World Lang.	11422X0/ 11422Y0		Yes
Middle School 8th Grade ELA	MS ELA	10582Y0	Yes	Yes
Middle School 8th Grade Math	MS Math	20082Y0	Yes	Yes
Middle School Creative Coding (with Vidcode)	MS Elective	96102Y0		
Middle School Creative Writing	MS Elective	10262Y0		
Middle School Success 101	MS Elective	96102Y0		

Course Descriptions

By Department

North Carolina Virtual Public School
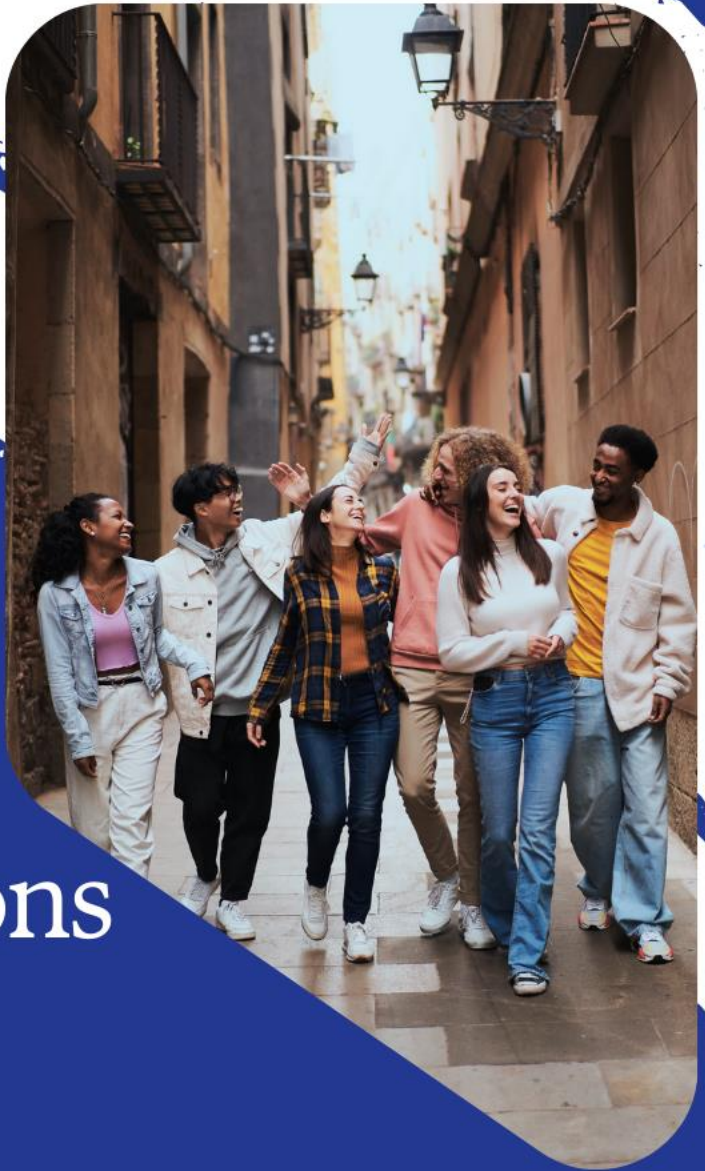
Course Descriptions with Prerequisites, Textbook, and Tech Requirements

This document is intended for registration planning and course preparation for NCVPS students. In this document you will find the course descriptions for each specific course offered by NCVPS.

Note: If the individual course links do not work for you, please use the scroll bar to find the course you are looking for.

General Technical Requirements for all courses can be found on our main Web site at *https://ncvps.org/technology-requirements*.

NOTE: Courses described here may not reflect courses offered in a particular term. Refer to the course catalog for specific course offerings in each term.

North Carolina
Virtual Public School

Advanced Placement

I am taking NCVPS courses because I wanted to take AP classes that were not offered at my high school; my goal is to pass the AP tests for my AP literature class and AP Human Geography. Passing these tests will give me college credits to give me that head start into my 4-year school. I am thankful for these online classes as they offer me a chance for college credits my school cannot offer.

Brendan E. (AP English Literature and Composition and AP Human Geography)

North Carolina
Virtual Public School

Advanced Placement

Students that take the AP exam for this course are asked to input the **NCVPS Code (045)** into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

Students who take this course should be prepared to take the course's Advanced Placement Exam in May. For more information go to the College Board AP site: http://apcentral.collegeboard.com/.

AP Art History
5A007X0

The AP Art History course emphasizes a deep conceptual understanding of art historical concepts Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created.

Prerequisites No prior experience in art history is required. Students should be strong in academic courses. Strong studio art skills are not necessarily a predictor of success in this course. In general juniors and seniors in high school are best suited in terms of breadth of education—history, language arts and foreign language depth and success is a good predictor. In order to be successful in AP Art History, students will need general computer knowledge and Internet access.

AP Biology
3A007X0

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP Biology is designed to be a rigorous course equivalent to a two semester college introductory biology course. All work is designed to be at the college level and students are expected to work accordingly. This course comes with mandatory AP Biology labs. Instead of the school providing the lab materials and a lab facility, NCVPS has created some virtual labs that will be conducted in lieu of the required AP Biology wet-bench laboratories. There are also several assignments that act as supplemental material to help the students better understand the labs. Students are expected to take responsibility for their learning by spending the required time in class (60-90 minutes daily) and to also devote time out of class working on required assignments in order to achieve mastery in biology.

North Carolina Virtual Public School

Advanced Placement

Prerequisites Biology and Chemistry

AP Calculus AB (Yearlong)
2A007X0

This is an Advanced Placement course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the lesson readings, class discussions, assignments, and tests. AP Calculus AB is the study of change. The foundation for this study is limits and function behavior. Derivatives of functions are interpreted verbally, graphically, numerically, and algebraically. Numerical and algebraic antiderivatives are used to solve problems, and differential equations to model exponential growth and decay. AP Calculus AB explores relationships among functions, derivatives, and antiderivatives, as well as applications of derivatives including moving bodies, industry and finance. TI-83 plus, TI-84 (or plus), TI-86, or TI-89 calculators will be used regularly to reinforce and extend each concept.

Prerequisites Students taking AP Calculus AB should have taken Pre-Calculus, or equivalent coursework that includes trigonometry and advanced study of functions.

AP Calculus AB (Block)
2A007X0

This is an Advanced Placement course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home 60-90 minutes daily on the lesson readings, class discussions,

assignments, and tests. The block AB Calculus course is a rigorous course intended for students who are ready to dedicate themselves to the study of calculus. It requires significantly more time on a daily basis than the year long AB Calculus course, as students will complete an entire AP Course in just a semester. AP Calculus AB is the study of change. The foundation for this study is limits and function behavior. Derivatives of functions are interpreted verbally, graphically, numerically, and algebraically. Numerical and algebraic antiderivatives are used to solve problems, and differential equations to model exponential growth and decay. AP Calculus AB explores relationships among functions, derivatives, and antiderivatives, as well as applications of derivatives including moving bodies, industry and finance. TI-83 plus, TI-84 (or plus), TI-86, or TI-89 calculators will be used regularly to reinforce and extend each concept.

Prerequisites Students taking AP Calculus AB should have taken Pre-Calculus, or equivalent coursework that includes trigonometry and advanced study of functions.

AP Calculus BC (Block)
2A017X0

It is assumed students have taken AP Calculus AB and understand the concepts presented in that course. This is a block course that requires a 90-minute daily class commitment. Students should also plan to spend time working a minimum of 30 - 60

North Carolina
Virtual Public School

Advanced Placement

additional minutes daily on the assignments, quizzes, and tests.

Calculus is the mathematical subject which takes what has been defined as "static" mathematics to "dynamic" mathematics which deals with motion and the results of this motion. AP Calculus BC is primarily concerned with furthering students' understanding of Calculus concepts and providing experiences in theory, fundamentals and applications.

This course emphasizes a multi-representational approach to problem solving. Concepts will be explored graphically, numerically, analytically and verbally. The course focuses on the topics of differential and integral calculus, and then explores polynomial approximations and series. Vectors, polar graphs and parametric equations will be included in developing the concepts, when appropriate.

TI-83 plus, TI-84 (or plus), TI-86, or TI-89 calculators will be used regularly to reinforce and extend each concept.

Prerequisites AP Calculus BC covers what is often referred to as Calculus II. This course is intended for students who have a strong background in precalculus topics, have learned the material of Calculus I from AP Calculus AB (for which a review will be provided), good reading skills, a desire to learn Calculus at a very rapid pace and exceptionally good study habits. Since all students in this course have taken AP Calculus AB, they should be prepared to test out of the review concepts from AB or to review them quickly.

AP Computer Science A
2A027X0

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential

Advanced Placement

standards and workplace readiness skills through authentic experiences. Further information about the course and the AP Computer Science A Exam can be found at http://www.collegeboard.com/student/testing/ap/sub_compscia.html

Prerequisites Successful completion of Math 1. An introductory programming class is not required but some type of computer programming is generally recommended. Students should also enjoy problem solving and working with computers.

Course Materials The best way to work on the APCS A assignment is to have a Windows computer with BlueJ installed on it (BlueJ2 IDE Software: www.bluej.org/download/files/bluejsetup-220.exe.)
Students who have Chromebooks may use Online JDoodle (https://www.jdoodle.com/online-java-compiler), but they may experience some incompatibilities. Additionally, students should have access to:
Microsoft Office (Word, Excel, Power Point)
Java 7.0 update 51 Software
Java JRE 7.0 and Java JDK 7 Software:
http://www.oracle.com/technetwork/java/javase/downloads/index-jsp-138363.html#javasejdk

AP Computer Science Principles
0A027X0

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Our course utilizes content from Code.org to help apply these concepts.

Prerequisites It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course.

Technical Requirements Students need access to a Chromebook, Windows PC, or Apple computer that can access https://code.org without restriction. The domain https://code.org should be added to the IT department internet access whitelist

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Advanced Placement

for your school. Students will be required to create a free code.org account if they do not already have an account.

Course Materials

Code.org Computer Science Curriculum
https://studio.code.org/courses/csp-2021

Khan Academy AP Computer Science Course (Supplementary material)
https://www.khanacademy.org/computing/ap-computer-science-principles

College Board AP Classroom

Microsoft Excel, Word, GoogleDocs

AP English Language and Composition 1A007X0

The AP Language and Composition course for North Carolina Virtual Public School is organized according to the guidelines set in the most recent course description from The College Board. Therefore, this course "engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing" (English Course Description 8).

In this course, students will be involved in both the study and practice of writing and the study of American literature, as mandated by the state curriculum for junior English. Through speaking, listening, reading, and critical analysis, but chiefly through the experience of writing, students will become more aware of the resources of language: connotation, metaphor, irony, syntax, diction, and tone. Writing assignments will focus on the critical analysis of literature and mastering styles of various discourses, particularly argumentation. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive manner.

Through understanding writing as a recursive process, students will become increasingly aware of craft and the techniques employed to create meaning, purpose, and context.

Students will be engaged in the careful reading of literary works in order to sharpen awareness of language and understanding of the writer's craft. Students will develop critical standards for the independent appreciation of any literary work, and will increase sensitivity to literature as a shared experience.

To achieve these goals, students will study the individual work, its language, characters, action, and themes, but also its structure, meaning and value, and its relationship to contemporary experience as well as to the times in which it was written. Students will

North Carolina Virtual Public School

Advanced Placement

also study, both independently and collaboratively, the literary genres (primarily prose—both fiction and nonfiction) and the various works of British, American, and World authors that comprise those genres. In the same vein, students will read and explicate these prose pieces from different periods, styles, purposes, and concerns, analyzing for such elements as diction, syntax, tone, structure, purpose, and meaning. A byproduct of the course will be to hopefully instill in each of our scholars a great love for literature.

Prerequisites English II or English II Honors.

AP English Literature and Composition
1A017X0
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Students will need three longer works of fiction/drama including: *Never Let Me Go* by Kazuo Ishiguro, *Frankenstein*, by Mary Shelly (found online), and *Macbeth* by William

Shakespeare (found online). Other texts are available and used within the course.

Prerequisites English III or AP Language and Composition.

AP Environmental Science
3A027X0
The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with those problems, and to examine alternative solutions for resolving and/or preventing them.

Prerequisites It is recommended that students enrolled in AP Environmental Science have taken 2 years of prior science prior to enrollment, including one life science (ie biology) and one physical science (ie chemistry), in addition to taking one year of algebra.

AP European History
4A017X0
This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP European

North Carolina Virtual Public School

Advanced Placement

History is a college level survey course that covers the time period from approximately 1450 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European History. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. Students are expected to complete the AP European History exam in the spring.

Prerequisites Successful completion of honors or AP level World History.

AP United States Government and Politics
4A067X0

AP Government and Politics is a college level introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will use multiple learning aspects to gain an understanding of the relationships and interactions between political institutions and behaviors. You will understand important content and analyze and interpret key documents that have impacted our political systems. Finally, students will read and interpret data, develop evidence based arguments, and engage in politically based research to better understand government and its role in our lives.

As a student and a citizen you have a unique opportunity to learn about our political system and the role you can play in it. No matter what your political views, it is important to understand concepts and facts that form the basis of government and politics in the United States.

Prerequisites A foundation of government met by taking Civics and Economics. American History I and II recommended.

AP Human Geography
4A027X0

The purpose of the AP course in Human Geography is to introduce you to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. You will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. You will also learn about the methods and tools geographers use in their science and practice. The course aligns with the AP College Board CED for AP Human Geography.

Prerequisites There are no prerequisites required for this course, but successful completion of an Honors or AP level Social Studies or English course is recommended. A strong background in science is also recommended.

AP Precalculus
2A04740

In development for Spring 2026, the description is coming soon.

Advanced Placement

AP Physics 1: Algebra-Based
3A057X0

AP Physics is a challenging, intensive course designed to prepare the student for further coursework in college physics or as an alternative to freshman Physics. Students should expect to spend about an hour or more per night on the course. The academic year begins in August and ends in May, so the time remaining after the AP exam will be dedicated to a final project. On average, students will complete one or two labs every week.

AP Physics 1 is designed as an all-inclusive stand-alone course. This course covers Kinematics, Newton's Laws of Motion, Circular Motion, Rotation, Gravitation, Work, Power, Energy, Momentum, Waves, Sound, Oscillation, and Electric Circuits.

Prerequisites Students should have completed Math II and be concurrently taking Math III or an equivalent course. A prior physics course is helpful but not required.

AP Psychology
4A057X0

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. (apcentral.collegeboard.com)

Prerequisites While there are no specific prerequisites to take NCVPS AP Psychology, it is recommended for Juniors and Seniors who have earned at least a B in their last honors social studies class. AP Psychology is quite different from Standard or Honors Psychology--- the course moves faster, covers more content, and requires greater mastery of the material. As with all Advanced Placement courses, AP Psychology presumes a high level of motivation, commitment, and highly refined study skills including but not limited to quality note-taking, exhaustive test preparation, and a very strong desire to learn.

AP Statistics
2A037X0

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The course is designed to prepare students to collect, analyze and draw conclusions from data. Students will learn how to view data through a discriminatory eye to determine validity and be able to interpret data and analysis that is valid. Teaching the course is somewhat different than other traditional mathematics courses because it provides an answer to the age old mathematics student question of, "When are we going to use this?" Students will use real data, whether self-collected or from a primary source, to

Advanced Placement

perform analysis or to test hypotheses. Students will conduct simulations and studies to help anchor topics throughout the course. Data will come from a variety of sources ranging from national newspapers to organization websites. Students will be prepared to successfully take the AP Statistics exam in May.

Prerequisites Math 3 or equivalent

AP World History Modern
4A097X0
AP World History is a year long online course designed to prepare students with the skills necessary to engage the AP World History Examination given in the spring. We will look at the history of the world through a new, wider lens, so students will have a better understanding of their place in our complex and global modern world. Students will devote a considerable amount of time to the critical evaluation of primary source documents and the construction of free response essays. We will use modern

technology to explore broad themes and patterns of change through thousands of years of history.

Prerequisites Success in advanced or honors level work

Art

I started taking classes with NCVPS because there are not many opportunities for me wanting to go into a film and photography major. Taking these online courses has taught me how to manage my time, communication skills, and also challenge myself in different ways. I have enjoyed taking online classes with NCVPS because the teachers are so helpful and they are easy to work with.

Addison R. (Digital Photography 1 & 2, Visual Journaling, and French 1 & 2)

Art

Visual Arts Beginning
54152X0

Visual Arts Beginning in North Carolina explores the dynamic interplay between art and society, fostering students' abilities to connect, create, present, and respond to visual artworks. Students delve into the historical, cultural, and societal contexts that shape artistic expression, investigating how visual art ideas and works influence and reflect past, present, and future societies and cultures. Through exploration and experimentation, students conceive and develop original artistic ideas and works, utilizing a variety of media and techniques to express personal themes and concepts while navigating copyright and fair use laws. They learn to present their artworks effectively, refining their techniques and developing artist statements to communicate the meaning, purpose, and techniques behind their creations. Furthermore, students analyze and evaluate visual artworks from diverse styles and genres, employing the Elements of Art and Principles of Design to discern artists, movements, and thematic messages, while justifying personal responses and critiquing artwork based on established criteria. Through this comprehensive approach, Visual Arts Beginning empowers students to engage critically and creatively with the rich and multifaceted world of visual arts.

Standards and Graduation Requirement information:

This course meets the Visual Arts Beginning Standards. For more information about the standards and graduation requirements, please visit the NCDPI Arts Education Website.

Supply List

Art supplies can sometimes be expensive. But it's fine to start small. You may already have some of these supplies in your home. Or a family member or friend may have something to share. A teacher at your school may be able to help.

If you have trouble getting supplies for this course, contact your online teacher soon. They may have ideas or resources to help!

Suggested supplies

Students should have access to a camera or phone to take photos of their artwork. Connecting this to a computer to upload the images would be good.

- Sketchbook (about 9"x12") or stack of copy paper
- Pencils (2B, but also some additional pencils like 6B and one marked H)
- Eraser
- Watercolor paints
- Tempera and/or Acrylic paints
- Brushes (variety of sizes)
- Scissors
- Glue
- Tape
- Markers or crayons
- Compass
- Ruler

Scrap items:
- Newspaper

North Carolina Virtual Public School

Art

- Magazines
- Cardboard
- Posterboard
- Magazines
- Construction paper

Optional supplies:
- Stretched canvas or canvas board (variety of sizes)
- Palette knife
- Additional brushes or paints
- Fancy markers
- Charcoal
- Pastels (chalk or oil)
- Kneaded eraser

Collaboration The online Visual Arts course fosters student-to-student collaboration through various activities and assignments designed to promote peer interaction, feedback, and collaboration. Here are some examples of how students will collaborate with each other:

Collaborative Discussion Boards: Students will participate in online discussion boards where they can share their thoughts, ideas, and feedback on various art-related topics. These discussions will provide opportunities for students to engage with their peers, exchange perspectives, and explore different artistic concepts and techniques together.

Group Projects: Throughout the course, students will collaborate on group projects that require teamwork and cooperation. These projects may involve creating collaborative artworks, conducting research on art movements or artists, or developing multimedia presentations on specific topics in the visual arts. By working together, students will learn to communicate effectively, leverage each other's strengths, and produce high-quality work collectively.

Peer Critiques: Students will engage in peer critiques where they provide constructive feedback on each other's artwork. Through peer critiques, students will learn to analyze and evaluate artworks, articulate their observations and suggestions, and provide meaningful feedback to their peers. This collaborative process will help students refine their artistic skills, develop a critical eye, and support each other's growth as artists.

Prerequisite None

Visual Arts Intermediate
54162X0

Visual Arts Intermediate is aligned with the North Carolina State Standards, encompassing a comprehensive exploration of artistic ideas and works, encouraging students to connect, create, present, and respond to visual art in meaningful ways. Throughout the course, students will relate artistic concepts to personal, societal, cultural, historical, and daily life contexts, analyzing the impact of historical, societal, and cultural perspectives on the visual arts while exploring advancements in the field. Students will conceive and develop original artistic ideas individually and collaboratively, creating diverse 2-D and 3-D artworks across various mediums while considering copyright and fair use laws. They will refine

Art

their artworks based on relevant criteria and develop visual art presentations that effectively communicate their artistic voice and processes. Additionally, students will analyze, evaluate, and critique visual artworks from a variety of styles and genres, synthesizing different viewpoints to interpret the intent or purpose of works of art and developing self-generated criteria for critiquing personal artwork or the works of others. Through these standards-aligned objectives, Visual Arts Intermediate fosters critical thinking, creativity, and appreciation for the arts while preparing students for future academic and career endeavors in the field of visual art.

Standards and Graduation Requirement information: This course meets the Visual Arts Intermediate Standards. For more information about the standards and graduation requirements, please visit the NCDPI Arts Education Website.

Required, recommended, and/or supplemental materials: Most required materials are located in the course itself inside the Canvas LMS. Students are provided with notes, activities, assignments, and assessments that are required in order to meet the course and lesson objectives. In addition to the required materials in the course, you will also need:

Supply List

Art supplies can sometimes be expensive. But it's fine to start small. You may have some of these supplies in your home already. Or a family member or friend may have some to share. A teacher at your school may be able to help.

Suggested supplies
Students should have access to a camera or phone to take photos of their artwork. Connecting this to a computer to upload the images would be good.

- Sketchbook (about 9"x12") or stack of copy paper
- Pencils (2B, but also some additional pencils like 6B and one marked H)
- Eraser
- Watercolor paints
- Tempera and/or Acrylic paints
- Brushes (variety of sizes)
- Scissors
- Glue
- Tape
- Markers or crayons
- Compass
- Ruler

Scrap items:
- Newspaper
- Magazines
- Cardboard
- Posterboard
- Magazines
- Construction paper

Optional supplies:
- Stretched canvas or canvas board (variety of sizes)
- Palette knife
- Additional brushes or paints
- Fancy markers

North Carolina Virtual Public School

Art

- Charcoal
- Pastels (chalk or oil)
- Kneaded eraser

Collaboration: In the online Visual Arts course, student-to-student collaboration will be fostered through various activities and assignments designed to promote peer interaction, feedback, and collaboration. Here are some examples of how students will collaborate with each other:

Students will participate in Live Class sessions weekly.

Collaborative Discussion Boards: Students will participate in online discussion boards where they can share their thoughts, ideas, and feedback on various art-related topics. These discussions will provide opportunities for students to engage with their peers, exchange perspectives, and explore different artistic concepts and techniques together.

Group Projects: Throughout the course, students will collaborate on group projects that require teamwork and cooperation. These projects may involve creating collaborative artworks, conducting research on art movements or artists, or developing multimedia presentations on specific topics in the visual arts. By working together, students will learn to communicate effectively, leverage each other's strengths, and produce high-quality work collectively.

Peer Critiques: Students will engage in peer critiques where they provide constructive feedback on each other's artwork. Through peer critiques, students will learn to analyze and evaluate artworks, articulate their observations and suggestions, and provide meaningful feedback to their peers. This collaborative process will help students refine their artistic skills, develop a critical eye, and support each other's growth as artists.

Prerequisites: This course follows the Intermediate Art Standards. Intermediate standards are for those students who have achieved the Beginning Art Standards. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Visual Arts Specialization (Intermediate): Digital Photography I
54622X0

In this studio-based class, students will explore digital photography techniques and learn to enhance images. Through weekly photography projects, combined with critiques and class discussions, we will examine the technical aspects of student work and discuss it in personal and meaningful ways. Course topics will include composition, the elements and principles of design, art history, and cultural connections. Students will also create a digital portfolio to use for future presentations of their work.

Standards and Graduation Requirement information: This course meets the Visual Arts Intermediate Standards. For more information about the standards and graduation requirements, please visit the NCDPI Arts Education Website.

Art

Required, recommended, and/or supplemental materials: Students should have access to either a digital camera, a phone camera, or both. They should also be able to upload photos to a computer. Use of basic editing software can be found free on the web or in an app.

Course-Specific Getting Started Items: Students will need a good understanding of how to upload photos to discussions.

Collaboration: Students will participate in Live Class sessions weekly. They will also critique the work of others in discussion assignments.

Prerequisites: This course follows the Intermediate Art Standards. Intermediate standards are for those students who have achieved the Beginning Art Standards. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Visual Arts Specialization (Intermediate): Art of Game Design
54622X0
This multimedia course teaches the basic elements of designing digital (video) games and nondigital (board/card) games. Using works of art from the North Carolina Museum of Art as catalysts for learning, you will explore game purpose and structure as well as character and story development. Other topics will include the history of games, games from around the world, and troubleshooting common obstacles in game design. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a Wells Fargo Grant.

This course is NOT a coding, computer science or video game development course. Although there are some extra credit tutorials that can get students' feet wet with programming if they are interested, the course is centered around the creative process behind making all types of games and focuses on planning, cooperation, creativity, and the history of games.

Prerequisite This course follows the Intermediate Art Standards. Intermediate standards are for those students who have achieved the Beginning Art Standards. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Course Materials
There are no specific materials that are needed for this course, other than a computer. You will also want a flash drive to save your work.

Visual Arts Specialization (Intermediate): Art of Fashion Design
54622X0
Do you have a passion for fashion? In this course, you will explore the artistic process of fashion design and learn how design concepts evolve over time. Drawing on inspiration from prehistoric to contemporary fashion and art, you will learn to plan and create your own fashion designs. You will be introduced to various types of patterns, fabrics, materials, and drawing techniques

Art

that will help you develop your vision as an emerging fashion designer. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a grant from Wells Fargo.

Prerequisite This course follows the Intermediate Art Standards. Intermediate standards are for those students who have achieved the Beginning Art Standards. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Visual Arts Specialization (Accomplished Honors): Digital Photography II
54635X0

This course is for students who are interested in pursuing a more advanced study of digital photography. Through a series of projects and critiques, students will expand their technical abilities and explore their own personal aesthetics. Content, form, aesthetics, technical issues around processing, file formats, controlling exposure, and special effects techniques will be covered, along with an exploration of art history and cultural connections. Students will also continue to refine or newly create a digital portfolio to use for future presentations of their photographic work.

Standards and Graduation Requirement information: This course meets the Visual Arts Accomplished Standards. For more information about the standards and graduation requirements, please visit the NCDPI Arts Education Website.

Required, recommended, and/or supplemental materials: Students should have access to either a digital camera, a phone camera, or both. They should also be able to upload photos to a computer. Use of basic editing software can be found free on the web or in an app.

Course-Specific Getting Started Items: Students will need a good understanding of how to upload photos to discussions.

Collaboration: Students will participate in Live Class sessions bi-weekly. They will also critique the work of others in discussion assignments.

Prerequisites: This course follows the Accomplished Visual Art Standards. Accomplished standards are for those students who have achieved the Intermediate Art Standards. It is recommended that students take Digital Photography I or an equivalent before enrolling in the course. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Visual Arts Grade 8
54082Y0

* Students enrolled in Middle School Art will receive middle school credit, not high school credit. This course meets the Arts Ed graduation requirement.
For more information about the standards and graduation requirements, please visit the NCDPI Arts Education Website.

This introductory art course is designed for students who want to explore their creativity

Art

while building a strong foundation in the visual arts. Students will develop essential drawing skills and experiment with a variety of media, including painting, photography, printmaking, graphics, and sculpture. They will also learn the basic vocabulary of art and design, study influential artists and art history for inspiration, and be introduced to a variety of art-related careers. Throughout the course, students will practice organizing and presenting their artwork, finishing the semester with a portfolio that showcases their growth and achievements.

Required Equipment:
- Computer with Internet
- Preferred Browser: Google Chrome
- Camera (Digital Camera or Smartphone)
- Cable (or other delivery system) for transferring the images from the camera to the computer you'll be using to access the course

Recommended(but not required):
- Photo editing/Graphic Design software (ex: Adobe Photoshop, Pixlr.com, gimp.org)

Required, recommended, and/or supplemental materials:
Many of the required materials are located in the Middle School Art course inside the Canvas LMS. Students are provided with notes, activities, assignments, and assessments that are required in order to meet the course and lesson objectives. In addition to the required materials in the course, you will also need:

- **Pencils:** Graphite drawing pencil set and/or Ebony pencil
- **Erasers:** White art eraser
- **Sketchbook**: at least 9" x 12", spiral-bound or hard-bound with approximately 100 pages
- **Construction Paper:** Assorted colors
- **Coloring Materials:** Markers/Crayons/Colored Pencils
- **Watercolor Paint**: 8 Color Paint Set
- **Tempera Paint**: Red, yellow, blue, black, and white
- **Paintbrushes**: Assorted sizes for watercolor and tempera paint
- **Ruler**: Standard 12" ruler
- **Glue stick(s)**
- **Scissors**
- **Paper**: Several sheets of watercolor paper and/or other heavy painting paper

Collaboration: Students taking the Middle School Art course will experience student-to-student collaboration during discussion board assignments, live class sessions, and through peer critiques of each other's artwork.

Standards and Graduation Requirement Information: This course follows the 8th Grade Visual Arts standards. These standards are for those students who have achieved the 6th and 7th-grade Art Standards. For help determining placement, please refer to the NCDPI Arts Ed Course Manual.

Art

Middle School Art of Discovering Photography
55092Y0

*Students enrolled in Middle School Art will receive middle school credit, not high school credit.

Discover the art of photography! This course will introduce you to the basics of digital photography, including camera functions and photo composition. Through weekly photography projects combined with critiques and class discussions, you will examine the technical aspects of your work and discuss your photographs in personal and meaningful ways. Course topics will include, creative expression, the elements of art and principles of design, and art history. This course has been created in collaboration with the North Carolina Museum of Art, with funding provided by a Wells Fargo Grant.

Prerequisite There is no prerequisite for this course.

Course Materials
1. Computer with Internet access
2. Storage medium (16g or larger memory card, external hard drive, and/or sufficient space on computer hard drive/school server)
3. Digital camera
4. Access to Microsoft Office Word and Powerpoint or free, open-source Open Office http://www.openoffice.org/ (Links to an external site.)Links to an external site.

*You MUST be familiar with the help features of the software you choose to use in this course and have access to a manual for the camera you use.

5. A cable (or other delivery system) for transferring the images from the camera to the computer you'll be using to access the course
6. A flash or jump drive on which you can save your images, OR a CD-RW drive that will allow you to save images to a CD, OR space in a file on your school's server

Digital photo-editing software suggestions:
1. Adobe Photoshop
2. Adobe Photoshop Elements
3. www.gimp.org (Links to an external site.)Links to an external site. - free
4. www.inkscape.org (Links to an external site.)Links to an external site. - free
5. http://www.photopos.com/ (Links to an external site.)Links to an external site. - free
6. http://www.lunapic.com/editor/ (Links to an external site.)Links to an external site. - free
7. http://www.ultimatepaint.com/ (Links to an external site.)Links to an external site. - free download or free trial
8. http://mugtug.com/ (Links to an external site.)Links to an external site. - free
9. https://www.photoshop.com/ (Links to an external site.)Links to an external site. - photo storage with photo editing Paintshop Pro - free
10. Trail Photoshop Elements 7 - free trial
11. Canvas 11 - free trail
http://photobucket.com/ (Links to an external site.)Links to an external site. - free digital photo storage and editing software

North Carolina Virtual Public School

Art

12. http://photobucket.com/ (Links to an external site.)Links to an external site. - free
13. http://www.nga.gov/kids/zone/photoop.htm (Links to an external site.)Links to an external site. - free
14. http://www.psykopaint.com/ (Links to an external site.)Links to an external site. - free

 *Please note that no matter what software you choose, you should get to know the help features with the software to search for and find answers to photo-editing questions. This should be one of the first goals you achieve in the course.

Blended Courses

"Education is possibly the only institution in our society that includes ALL people, as everyone in our state and our country goes through some form of schooling. For that reason, it is essential that ALL people feel included, seen, and represented in education, whether face-to-face, virtual, or blended."

Rob Leichner, NC Virtual 2023 Teacher for the Year and Blended NC Math 1 and NC Math 2 Teacher

Blended Courses

Blended Applied Science
9231BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Applied Science Course blends the best of online and classroom activities as students learn environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Science teacher as well as a face-to-face OCS teacher.

Prerequisite None

Blended Biology
9232BX0

This course is intended for Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in interactive, minds-on activities that are aligned with the North Carolina Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. Technology skills will be reinforced through the course. Pre-Assessments will be used as diagnostic tools, while lessons delve into the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online, highly-qualified Biology teacher as well as a face-to-face OCS teacher. This collaboration will ensure that activities are differentiated to meet the diverse learning needs of students in this course.

Prerequisite None

Blended Earth/Environmental Science
35012X0

In development for Spring 2026, the description is coming soon.

Blended English I
9210BX0

The OCS English I course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. This course is strategically aligned with North Carolina Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through textual analysis of literary genres including short stories, poetry, drama, epics, nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research

Blended Courses

focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through regular use of a variety of web tools and technical processes. Pre-Assessments will be used as diagnostic tools, Completion Activities and Formative Assessments will measure learning throughout the unit, and Mastery Assignments and Post-Assessments will measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

Prerequisite None

Blended English II
9211BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the

content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

Prerequisite Students are required to complete Blended English I before taking this course.

Blended English III
9212BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. Technology skills will be honed through the course. PreAssessments will be used as diagnostic tools, while lessons present the content, and PostAssessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction

Blended Courses

delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

Prerequisite Blended English II

Blended English IV
9213BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of the English language in various contexts including literary and non-literary texts, the student will explore, examine, and evaluate a wide variety of modes of expression. The course will also prepare students for development of a comprehensive research-based essay. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

Prerequisite Blended English III

Blended Introduction to Mathematics
9220BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Math 1. This course blends the best of online and classroom activities. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments and Summative Assessments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on "hands-on" activities.
Prerequisite 8th Grade Math or Equivalent.

Course Materials Graphing calculators (TI-83 or TI-84) are required.

Blended Courses

Blended Financial Management
9222BX0

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. This course fulfills the Applications Based mathematics requirement for graduation.

This course blends the best of online and classroom activities. Six engaging units cover topics such as personal financial planning, wages and compensation, state and federal taxes, consumer spending, credit and insurance.

Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on "hands-on" activities.

Prerequisite Students typically complete OCS Introduction to Mathematics, and the OCS Locally Developed Math Elective/Math 1

sequence prior to being enrolled in this course.

Blended Founding Principles of the United States of America and North Carolina: Civic Literacy
9249BX0

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

This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the civics and government strand is an integral part of the vertical learning progression of each course, kindergarten through high school, students are expected to enter this course with a fundamental knowledge and understanding of the structure and function of government and civic responsibility. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82,

Blended Courses

House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the US Constitution.

Prerequisites None

Blended Math 1 Part 1
28002X0
In conjunction with Blended Math 1, the purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with application of linear, quadratic and exponential functions.

Prerequisite Recommended Blended Introduction to High School Math

Course Materials Graphing calculators (TI-83 or TI-84) are required.

Blended Math 1
9221BX0
In conjunction with Blended Math 1 Part 1, the purpose of this course is to deepen and extend students understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with application of linear, quadratic and exponential functions.

Prerequisite Blended Math 1 Part 1 and Blended Intro to Math.

Course Materials Graphing calculators (TI-83 or TI-84) are required.

North Carolina Virtual Public School

Career Technical Education
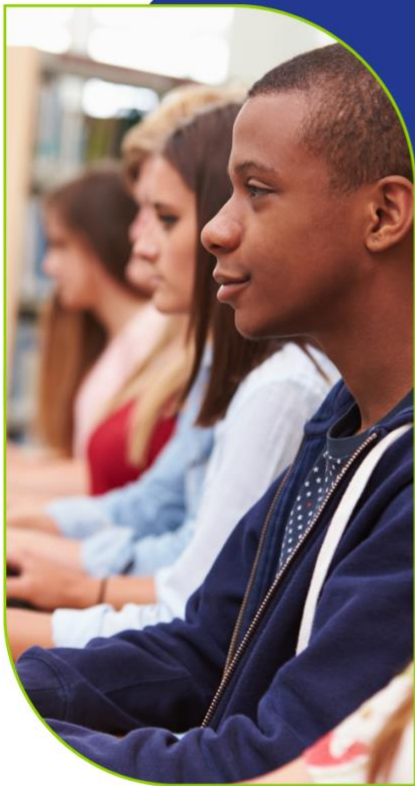
> I decided to take a class through NCVirtual for two reasons. As a student, I first wanted to challenge myself to become an independent learner. By taking online courses through NCVirtual, I was able to enroll in high school courses over the summer semester and take courses that were not available through my high school. For these reasons, I have had more opportunities both inside and outside of school that will better prepare me for my future career in software development.
>
> Jonathan R. (Python Programming I, Computer Programming I Honors, Spanish II)

North Carolina
Virtual Public School

Career Technical Education

Accounting I
BA102X0

Accounting 1 is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Accounting 1 utilizes work files derived from the Microsoft Office suite of applications including Microsoft Word, Microsoft Excel and Microsoft PowerPoint. Students are required to submit all work files in a Microsoft Office-compatible file format. Accounting 1 has a CTE Post Assessment (state final exam). Schools are responsible for administration of the CTE Post Assessment. Schools are responsible for specifying the weight of the state final exam used in determining a student's final course grade.

Prerequisites None

Accounting I Honors
BA105X0

Accounting 1 Honors is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Students are required to complete a 4-part honors project and a digital portfolio. Accounting 1 utilizes work files derived from the Microsoft Office suite of applications including Microsoft Word, Microsoft Excel and Microsoft PowerPoint. Students are required to submit all work files in a Microsoft Office-compatible file format. Accounting 1 has a CTE Post Assessment (state final exam). Schools are responsible for administration of the CTE Post Assessment. Schools are responsible for specifying the weight of the state final exam used in determining a student's final course grade.

Prerequisites None

Animal Science
AA212X0

This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. English language arts, mathematics, and science are reinforced in this class.

Prerequisites None

Business Essentials
BF102X0

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial

North Carolina Virtual Public School

Career Technical Education

analysis, human resources management, information management, marketing, operations, and business technology. Business Essentials has a CTE Post Assessment (state final exam). Schools are responsible for the administration of the CTE Post Assessment. Schools are responsible for specifying the weight of the state final exam used in determining a student's final course grade.

Prerequisites None

Business Essentials Honors
BF105X0

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. In this honors curriculum, students will be taken through the same elements of the regular class environment but with a greater depth, complexity, and rigor. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology. Business Essentials has a CTE Post Assessment (state final exam). Schools are responsible for the administration of the CTE Post Assessment. Schools are responsible for specifying the weight of the state final exam used in determining a student's final course grade.

Prerequisites None

Career Management
ED452X0

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced.

Career Management is a CTE post-assessment final exam course provided by the North Carolina State Department of Education. End of Course exams are administered by the school of record according to its schedule.

Prerequisites None

Computer Programming I
CL722X0

This course is an introduction to programming and computer science as a whole. Students will explore and apply skills and concepts related to Computational Thinking and problem solving; Data, Information, and Security; Algorithms and Programs; Computers and communications; and Professionalism and Impacts of Computing. This course will help students learn to accomplish tasks and solve problems independently and collaboratively. Along with learning to code in Pencil code, students will research and discover various

Career Technical Education

historical people and potential careers within the field of computer science. The course is designed to provide an understanding of concepts in computer science that are necessary for students to function in an ever-changing technological world.

The Computer Programming 1 course uses various software and platforms, most of which cannot be accessed on a Chromebook. Students enrolled in Computer Programming will need consistent access to a Windows computer. Students will use Codio, a hands-on coding platform (accessed from within Canvas), the PencilCode platform (accessed at pencilcode.net), and Visual Basic, which requires a Windows-based environment, and Chromebooks do not officially support Windows.

Prerequisites None

Entrepreneurship I
ME112X0

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course.

A performance based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

Prerequisites None

Entrepreneurship I Honors
ME115X0

This honors-level course is designed to help students explore what it takes to start and run a business. Students learn how to develop innovative ideas, research markets, price and promote products, and manage resources like real entrepreneurs. Students will create a Lean Canvas Business Model, conduct a feasibility study, and apply market research to identify customer segments and potential competitors. Through hands-on projects, students strengthen leadership, creativity, and problem-solving skills that prepare them for college, careers, and future opportunities.

A performance-based measurement will be used in this course to assess student learning. For this PBM, students will design and develop a business venture idea, applying entrepreneurial concepts such as market research, financial planning, and marketing strategies learned throughout the course.

Prerequisites None

Foods and Nutrition I
FN412X0

This course is an introduction to the nutritional needs of the individual. Emphasis is placed on the relationship between food

Career Technical Education

and health, fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. Students will also study techniques for baking and meal etiquette. Students will have the option of making a video or a presentation to document their cooking experiences.

Permission forms have been created for Foods & Nutrition courses, which require video or presentation submissions by students. Schools are responsible for collecting the signed permission forms PRIOR to enrolling students in the course.

Prerequisites None

Marketing I
MM512X0

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

A performance based measurement will be used in this course to assess student learning. For this PBM, students are engaged by creating their own product and applying various marketing concepts learned throughout the course.

Prerequisites None

Marketing I Honors
MM515X0

This honors-level course introduces students to the dynamic processes and activities in marketing while providing an enriched, accelerated learning experience. Students will deepen their understanding of core marketing concepts—distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling—through advanced analysis, application, and evaluation. Emphasis is placed on exploring the broader impact of marketing on business operations, consumer behavior, and global markets.

A performance-based measurement will be used in this course to assess student learning. For this PBM, students are engaged by creating their own product and applying various marketing concepts learned throughout the course.

Prerequisites None

Python Programming I
CP102X0

Python Programming I is a beginning programming course in which students can learn and practice coding in an online Python environment that requires only a modern web browser and Internet connection. All software required to complete this course is free and creating

Career Technical Education

accounts will be done in the course. The course includes video content, practice labs, and coding projects. Students will be graded on a combination of lesson activities, projects, quizzes, and tests.

Prerequisites Successful completion of Algebra 1 or Math 1 is **strongly** recommended.

Course Materials Computer with reliable Internet, and access to Google Collaboratory.

Python Programming I Honors
CP105X0

Python Programming I is a beginning programming course in which students can learn and practice coding in an online Python environment that requires only a modern web browser and Internet connection. All software required to complete this course is free and creating accounts will be done in the course. The course includes video content, practice labs, and coding projects. Students will be graded on a combination of lesson activities, projects, quizzes, and tests.

Prerequisites Successful completion of Algebra 1 or Math 1 is **strongly** recommended.

Course Materials Computer with reliable Internet, and access to Google Colaboratory.

SAS® Base Programming Honors High School
CS315X0

The goal of this course is to teach programming skills using the SAS Base programming language. By the end of the class you will have covered all of the material on the SAS Base Certification Exam.

This Career Technical Education (CTE) course has a proof of learning. The proof of learning for this course is the SAS Certified Specialist Programming Fundamentals Using SAS 94. Credential exam.

Prerequisites None

Course Materials Computer with reliable Internet.

Career Technical Education

CTE Internships

NCDPI : A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Prerequisites None

See Specific Courses and course codes below.

CTE Internship AGNR WI022X0	**CTE Internship HOSP WI092X0**
CTE Internship ARCH WI032X0	**CTE Internship HUMA WI102X0**
CTE Internship AAVC WI012X0	**CTE Internship INFO WI112X0**
CTE Internship BMA WI042X0	**CTE Internship LAW WI122X0**
CTE Internship EDUC WI052X0	**CTE Internship MANU WI132X0**
CTE Internship FINA WI062X0	**CTE Internship MRKT WI142X0**
CTE Internship GOVT WI072X0	**CTE Internship STEM WI152X0**
CTE Internship HLTH WI082X0	**CTE Internship TRAN WI162X0**

Electives

Taking an online course allowed me to work at my own pace and take the courses that I personally wanted to. For example, by taking AP Psychology through NCVirtual, I was able to get a lot more insight into what Psychology was, and I was able to find out that this is an area that interests me. The courses I've taken through NCVirtual have allowed me to work my way to finish high school successfully and figure out what I want to do in the future.

Pranathi G. (Twelve NCVPS courses)

North Carolina Virtual Public School

Electives

Leadership Development
96102X0

This course educates students in the development of various aspects of leadership skills, values clarification, group dynamics, project planning, coordination, and intra-and interpersonal relationships. Students will investigate leadership qualities of present-day and historical leaders, identifying and analyzing leadership examples in history and currently as well as trends in leadership development.

Prerequisites None

Middle School Creative Coding (with Vidcode)
96102Y0

This course is a local elective for Middle School students, developed in conjunction with North Carolina Virtual and Vidcode. The course is taught exclusively online and introduces students to computer science, web programming, design, and Javascript basics. Students learn fundamental computer science principles through uploading the types of media they interact with every day including photos, illustrations, audio, and video. Students will have the opportunity to share their creations and reflect on their understanding of coding and Javascript basics with their peers and instructor through facilitated discussion boards (portions of this description come from vidcode.com).

Prerequisites None

Course Materials Computer or Chromebook with video and audio recording capability, personal pictures and video

Middle School Success 101
96102Y0

*Students enrolled in Middle School Success 101 will receive middle school credit, not high school credit.

This course introduces middle school students to online learning and teaches them skills necessary to be successful during their secondary and post-secondary educational career. Emphasis is placed on the acquisition of study skills, time management skills, professional skills, digital citizenship, and the evaluation of learning preferences . In addition, students explore success skill application and research high school course and post-graduation opportunities. The uses of technology to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines are included. This course is a general elective and does not have official state standards, but it does include some correlation with the NCDPI Portrait of a Graduate, NC Digital Learning Standards, and the CASEL framework. These frameworks emphasize future-ready skills and concepts.

Prerequisites There are no prerequisites for this course. You must, however, be in the sixth, seventh, or eighth grade.

North Carolina Virtual Public School

Electives

Success 101
96102X0

Please change course description of HS Success 101 to: This course is built on a foundation of important future-ready skills and concepts. Success 101 is a dynamic high school elective designed to challenge students to define and achieve their personal vision of success. Through exploring SMART goal-setting, mastering time and stress management, and building resilience, students develop essential skills for academic and real-life challenges. The course teaches digital citizenship, effective collaboration, and financial literacy while guiding students to create personalized success plans and portfolios. By aligning personal interests, values, and skills with future educational, military and career opportunities, students build a strong foundation for lifelong success.

Prerequisites None

Workforce Ready
96102X0

In this course, students will look at what it means to be prepared for the workforce of the future. They will examine what soft skills employers seek and how to manage workplace communications and conflicts. Students will apply the concept of professionalism, review problem solving and decision making, and learn basic expectations required for a job. By viewing videos of leaders in NC industries, students will gain insight into career clusters and look at how employability skills apply within those industries.

Prerequisites None

North Carolina Virtual Public School

English

I go to an Early College, so to lessen the amount of high school classes I have to take and maximize my college classes, I decided to take an NCVirtual class. My High School education will now take less time, and I can focus more on my college courses.

One pleasant surprise I did experience through NCVirtual was the ability to work ahead in my course. From time to time, I would have nothing else to complete, so I could get ahead in my class and make the work easier on myself in the future.

Christopher A. (English III)

English

English I Academic
10212X0 /10212Y0

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), including one Shakespearean play. Interdisciplinary informational and creative writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

Prerequisites None

English I EL
10212X0

This course is cross enrolled with Traditional English I and provides concentrated support for students identified as English Learner students. The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), including one Shakespearean play. Interdisciplinary informational and creative writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

Prerequisites None

English I Honors
10215X0

The English I Honors course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

Course Materials *"A Separate Peace"* by John Knowles

Prerequisites None

English II Academic
10222X0

English II introduces literary global perspectives focusing on literature from the Americas
(Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. Skills in narrative writing, determining the main idea, figurative language, cause and effect, persuasive writing, poetry elements, and story elements will be covered.

Prerequisites English I

English II EL
10222X0

This course is cross enrolled with Traditional English II and provides concentrated support for students identified as English Learner students. English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. Skills in narrative writing, determining the main idea, figurative language, cause and effect, persuasive writing, poetry elements, and story elements will be covered.

Prerequisites English I

English

English II Co-Teaching
10222X0

This course is co-taught between and NCVPS virtual English II teacher and a classroom English II teacher. It is recommended for schools and students needing concentrated support in the traditional classroom for English II.

English II introduces literary global perspectives focusing on literature from the Americas
(Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. Skills in narrative writing, determining the main idea, figurative language, cause and effect, persuasive writing, poetry elements, and story elements will be covered.

Prerequisites English I

English II Honors
10225X0

English II is a survey of world literature. Students enrolled in English II Honors read, discuss, analyze, and write about both classical and contemporary world literature including novels, short stories, drama, prose, and poetry. Students continue to explore language for expressive, informational, explanatory, critical, argumentative, and literary purposes, and emphasis is placed on informational contexts and preparation for the North Carolina English 2 EOC. Students also concentrate on enlarging vocabulary, refining grammatical skills, honing technology skills, improving comprehension, developing study skills, and widening personal reading.

Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

Upon completion students take English III, English III Honors, or AP English Language and Composition.

Course Materials
You will need a copy of the book Night by Elie Wiesel. You can get this book from a local library, from a bookstore, or you can ask your school to borrow a copy.

Prerequisites English I or English I Honors

English III Academic
10232X0

The intent of the Common Core State Standards for English Language Arts is to equip students with the level of literacy skills necessary to participate as informed and effective citizens in a democratic society, to

English

experience success in higher education, to function effectively in the world of work, and to realize personal fulfillment.

English III is a chronological survey of American literature from the early sixteenth century to the present. With Common Core standards, students will spend particular time delving deep into textual analysis. Students will analyze literary and non-literary texts using several critical lenses to produce written responses that demonstrate a high level of comprehension and knowledge of how American literature reflects the American experience.   There is also strong emphasis on research writing and analyzing argumentative/persuasive devices in non-fiction texts. Assessment includes writing, online discussions, tier 2 vocabulary and grammar exercises, and projects. After successfully completing English III, students can take English IV.

Prerequisites English II

English III Honors
10235X0

The intent of the Common Core State Standards for English Language Arts is to equip students with the level of literacy skills necessary to participate as informed and effective citizens in a democratic society, to experience success in higher education, to function effectively in the world of work, and to realize personal fulfillment. English III Honors is a chronological survey of American literature from the early sixteenth century to the present. With Common Core standards, students will spend particular time delving deep into textual analysis. Students will

analyze literary and non-literary texts using several critical lenses to produce written responses that demonstrate a high level of comprehension and knowledge of how American literature reflects the American experience. There is also strong emphasis on research writing and analyzing argumentative/persuasive devices in non-fiction texts. Assessment includes writing, online discussions, tier 2 vocabulary and grammar exercises, and projects. After successfully completing English III Honors, students can take English IV Honors. Students in the honors course will explore American literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought provoking questions and topics and to research diverse sources. Honors courses require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

Prerequisites English II or English II Honors

English IV Academic
10242X0

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts

North Carolina
Virtual Public School

English

influenced by European philosophy or action). At least one Shakespearean play is included.

Prerequisites English III or English III Honors

English IV Honors
10245X0

This course provides opportunities for students to go beyond the English IV Traditional requirements and explore texts with more depth. English IV Honors requires students to work as self-directed and reflective learners. This is encouraged throughout the course but most importantly with the novel portfolio, which requires students to select, read, and present a novel of their choosing at the end of the course.
Prerequisites English III/English III Honors/AP English Language and Composition

Journalism High School
10312X0

Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, online, and radio reporting.

Prerequisites None

Middle School Creative Writing
10262Y0

*Students enrolled in Middle School Creative Writing will receive middle school credit, not high school credit.
This course introduces middle school students to various forms of creative writing.

Students will learn reading, grammar, and writing skills through their interactions with and production of creative writing in these genres: short and long fiction, poetry, drama, and creative nonfiction. In addition to the production of creative writing pieces, emphasis is placed on exploring the genre as readers and on learning some of the literary tools creative writers use within that genre. Throughout the course, students will work towards the completion of a creative writing portfolio that will culminate in the final module. In addition, students will complete engaging activities and respond to journal prompts during their journey into creative writing.

Prerequisites None

Middle School ELA Grade 6
10562Y0

In 6th grade ELA students will explore a variety of literature and nonfiction texts highlighting our diverse world. Students will compare and contrast fiction and nonfiction reading that aligns with NC Standard Course of Study for 6th grade ELA, through close analysis of poetry, short stories, and informational texts. They will continue to dive into the different types of writing, focusing on narrative, persuasive, and explanatory essays, utilizing their research skills, and continuing their focus on grammar.

Prerequisites None

North Carolina
Virtual Public School

English

Middle School ELA Grade 7
10572Y0

In 7th grade ELA, students will learn key literary analysis elements and apply those concepts to various text types including poetry, speeches, and other fiction and nonfiction works. The literature selections parallel universal themes reflective of the human condition such as discovery, injustice, and power, and they allow for a natural integration of student-created presentations using digital tools. In addition, students will strengthen grammar, vocabulary, and composition skills by writing in multiple modes including argumentative essays, informative texts, and narratives while also conducting mini research projects.

Prerequisites Middle School ELA Grade 6

Middle School ELA Grade 8
10582Y0

In 8th grade ELA students will explore our historical past and how our country emerged from a convergence of ideas while also exploring where they are from. Students will compare and contrast fiction and nonfiction reading that aligns with NC Social Studies Standards as well as poetry, drama and short stories. They will continue to dive into the different types of writing focusing on narrative, argumentative, and informative essays utilizing their research skills and continuing their focus on grammar.

Course Materials

Fever 1793 by Laurie Halse Anderson , Crow by Barbara Wright, The Giver by Lois Lowry or Hunger Games by Suzanne Collins, Night by Elie Wiesel

Prerequisites Middle School ELA Grade 7

World Mythology
10252X0

World Mythology focuses on the exploration of themes, motifs, and archetypes across different mythological traditions, including Greek, Roman, Egyptian, Norse, and Native American mythology. Students will gain active reading, research, and presentation skills as they define and connect to myths, fables, and legends before analyzing universal themes like creation, life, death, love, and trickster myths. Throughout, the study emphasizes how mythology reflects cultural beliefs and explores universal human experiences through storytelling.

Prerequisites None

World Mythology Honors
10255X0

The Honors iteration of World Mythology focuses on the exploration of themes, motifs, and archetypes across different mythological traditions, including Greek, Roman, Egyptian, Norse, and Native American mythology while building a portfolio of original pieces in the style of the relevant study. Students will gain active reading, research, and presentation skills as they define and connect to myths, fables, and legends before analyzing universal themes like creation, life, death, love, and trickster myths. Throughout, the study emphasizes how mythology reflects cultural beliefs and explores universal human experiences through storytelling. The Honors extension invites students to more

North Carolina Virtual Public School

English

deeply analyze the styles of texts in order to develop their own compositions.

Prerequisites None

Health Education

I go to an Early College, so to lessen the amount of high school classes I have to take and maximize my college classes, I decided to take an NCVirtual class. My High School education will now take less time, and I can focus more on my college courses.

One pleasant surprise I did experience through NCVirtual was the ability to work ahead in my course. From time to time, I would have nothing else to complete, so I could get ahead in my class and make the work easier on myself in the future.

Smit D. (Nine NCVPS Courses)

NCVPS offers three (3) Health Education and P.E. high school courses. These courses DO NOT include content that covers the CPR graduation requirement. The CPR graduation requirement is covered as an 8th grade (middle school) health objective. If your student is enrolled in one of the three (3) NCVPS Health Education and/or P.E. high school courses, please make arrangements for the student to take CPR through your school resources to fulfill the high school graduation requirement. See our Health and Physical Education Prerequisites, Strategies, and Best Practices Checklist (link below each course) for all the details on health and P.E. programs. This also includes our parental health permission form that schools can use.

Schools must obtain (prior to enrolling students) & maintain a copy of [Parent Permission](#) for courses on the school site.

Health Education
9 week course for .5 credit
60092X0
Schools must obtain (prior to enrolling students) & maintain a copy of Parent Permission for courses on the school site.

Health Education is a 9-week course for .5 credit toward the required credit in Healthful Living. We will discuss mental health issues, decision-making skills, nutrition, drug abuse, physically active lifestyles, fitness components, and many more topics.

NOTE: Per guidance from the North Carolina Department of Public Instruction, NC Virtual will offer ½ credit Health and ½ credit Physical Education courses only for students who have transferred into the NC public school system. Students who have transferred into a school from a non-NC public school with either a ½ credit in Health or ½ credit in Physical Education can be enrolled in the corresponding ½ credit course with NC Virtual.

Prerequisites None (Permission forms will be required) Health and Physical Education Prerequisites, Strategies, and Best Practices Checklists - Includes forms

Health and Fitness - Physical Education
18 week course for 1 credit
60492X0
Schools must obtain (prior to enrolling students) & maintain a copy of Parent Permission for the course on-site.

Health and Physical Education is an 18-week course for 1 full credit toward the required credit in Healthful Living. In our health class portion, we will discuss mental health issues, decision-making skills, nutrition, drug abuse, and many other topics. In our Physical Education portion, we will engage students mentally, physically, and socially. We will discuss physically active lifestyles, fitness components, target heart rate, team sports, individual and dual sports, as well as jobs related to sports. Students will use video to demonstrate competence in various movement skills, including those needed for team sports, lifetime sports, and

North Carolina
Virtual Public School

Health Education

rhythmic movement routines. Students will also complete fitness testing and will contribute to an exercise log throughout the duration of the course.

Course Materials
*This course does require students to video their work and submit it to their NCVPS teacher.

Module 1 - Stopwatch (or other means for timing, like a phone), measuring tape, camera, or other means to record video
Module 2 - No equipment needed.
Module 3 - No equipment needed
Module 4 - Equipment for individual or team sports, such as soccer ball, basketball, tennis equipment, etc. A means to record video
Module 5 - No equipment needed.
Module 6 - No equipment needed.
Module 7 - No equipment needed.
Module 8 - Equipment for lifetime sports such as running shoes, bicycle, yoga mat, skateboard, tennis (or other racquet sports) equipment, golf equipment, etc. A means to record video
Module 9 - No equipment needed.
Module 10 - No equipment needed.

Prerequisites None (Permission forms will be required) Health and Physical Education Prerequisites, Strategies, and Best Practices Checklists - Includes forms

Fitness - Physical Education
9 week course for .5 credit
60602X0
Schools must obtain (prior to enrolling students) & maintain a copy of Parent Permission for courses on the school site.

Physical education is a 9 week course for 0.5 full credit toward the required credit in Healthful Living. In our Physical Education portion, we will engage students mentally, physically, and socially. We will discuss physically active lifestyles, fitness components, target heart rate, team sports, individual and dual sports, as well as jobs related to sports.

NOTE: Per guidance from the North Carolina Department of Public Instruction, NC Virtual will offer ½ credit Health and ½ credit Physical Education courses only for students who have transferred into the NC public school system. Students who have transferred into a school from a non-NC public school with either a ½ credit in Health or ½ credit in Physical Education can be enrolled in the corresponding ½ credit course with NC Virtual.

Prerequisites None (Permission forms will be required) Health and Physical Education Prerequisites, Strategies, and Best Practices Checklists - Includes forms

Math
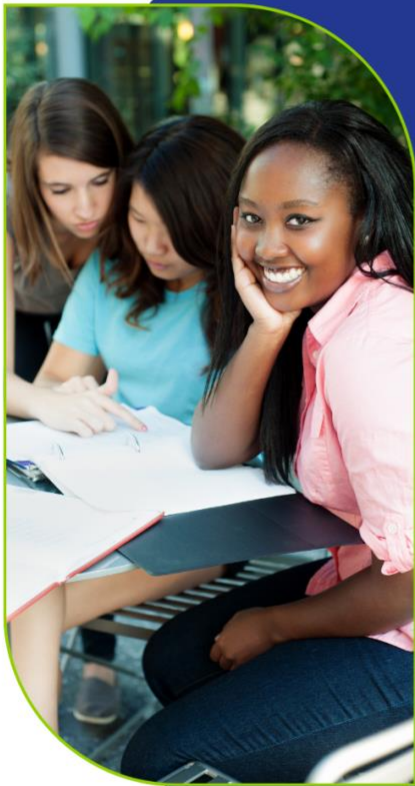
When I decided to go to a ski academy for a winter term, I was not able to take classes from my local high school. My parents heard about NCVirtual and thought it would be a good choice. These online courses are more advanced and challenging than the classes I took at my regular high school.

My advice to other students would be to pay attention to the pacing guides and try to get all your work in at the recommended time. This will make the end of the course easier.

Emily G. (PreCalculus, Civics and Economics, Spanish I, Biology, Art in World Cultures, English 2)

Math

Discrete Mathematics for Computer Sci
24012X0

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

Prerequisites NC Math 1-3

Course Materials Required: Desmos (online calculator), Notebook, Paper, Pencil, Eraser, Ruler, computer or device with scanning and drawing app
Recommend: computer/phone with scanning app to submit any printed work. (Suggest the app CamScanner. It takes a picture of the document and converts it to a PDF file)

Foundations of Math 1 Co-Teaching
20902X0

This course is co-taught between and NCVPS virtual Math 1 teacher and a classroom Math 1 Teacher. It is recommended for schools and students needing concentrated support in the traditional classroom for Math 1.

In conjunction with NC Math 1, the purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with the application of linear, quadratic, and exponential functions.

Prerequisites There is no prerequisite, but students enrolled in this course should also enroll in NC Math 1 Co-teaching.

Course Materials TI-83 plus or TI-84 (or plus) calculator will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

Middle School Math Grade 6
20062Y0

In Sixth grade math students will understand ratio concepts and use ratio reasoning to solve problems. Students will apply and extend previous understandings of the number system to learn how to divide fractions by fractions, find common factors and multiples and to learn about rational numbers. In Sixth grade math students will expand on their knowledge and understanding of arithmetic to algebraic

Math

expressions. Students will also reason about and solve one-variable equations and inequalities along with learning how to represent and analyze quantitative relationships between dependent and independent variables. Also, in this course students will solve real-world and mathematical problems involving area, surface area and volume. Finally, students will develop understanding of statistical variability along with summarizing and describing distributions.

Prerequisites Math Grade 5

Course Materials Graphing paper

Middle School Math Grade 7
20072Y0

In Seventh grade math students will learn how to analyze proportional relationships and use them to solve real-world and mathematical problems. Students will also apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. In Seventh grade math, students will use properties of operations to generate equivalent expressions and solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities. Also, in this course students will draw, construct, and describe geometrical figures and describe the relationships between them and solve real-world and mathematical problems involving angle measure, area, surface area, and volume. In Seventh grade math, students will also use random sampling to draw inferences about a population and investigate chance processes

and develop, use, and evaluate probability models.

Prerequisites Math Grade 6

Course Materials Graph paper and scientific calculator. Students should also be proficient in the use of this online calculator: https://www.desmos.com/testing/northcarolina/scientific You can also download a calculator if you do not have one to use.

Middle School Math Grade 8
20082Y0

In Eighth Grade Math, instructional time should focus on three critical areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Prerequisites Math Grade 7

Course Materials Graphing paper as well as a **TI-83 plus or TI-84 (or plus) calculator** will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

Math

NC Math 1
21092X0/21092Y0

The purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with applications of linear, quadratic and exponential functions. Assessments within the course include but are not limited to multiple-choice, short-answer, extended response questions, class discussions, selfcheck quizzes, and interactive games. Upon successful completion of this course, students will have mastered the NC Math One Standards for this course and will be ready for Math 2. According to the North Carolina State Standards for Math I for Mathematical Practice, students must "construct viable arguments and critique the reasoning of others". While our course is delivered in an asynchronous manner, some course assignments may require students to work collaboratively or to share their work during a live session with a teacher in order to meet this State Standard. In these cases, various times will be offered to students to enable all students to be able to meet the course requirements, regardless of each student's individual schedule.

Prerequisites Introduction to Mathematics or equivalent

Course Materials TI-83 plus or TI-84 (or plus) calculator will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

NC Math 1 Co-Teaching
21092X0

This course is co-taught between and NCVPS virtual Math 1 teacher and a classroom Math I teacher. It is recommended for schools and students needing concentrated support in the traditional classroom for Math 1.

The purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with applications of linear, quadratic and exponential functions. Assessments within the course include but are not limited to multiple-choice, short-answer, extended response questions, class discussions, selfcheck quizzes, and interactive games. Upon successful completion of this course, students will have mastered the NC Math One Standards for this course and will be ready for Math 2. According to the North Carolina State Standards for Math 1 for Mathematical

Math

Practice, students must "construct viable arguments and critique the reasoning of others". While our course is delivered in an asynchronous manner, some course assignments may require students to work collaboratively or to share their work during a live session with a teacher in order to meet this State Standard. In these cases, various times will be offered to students to enable all students to be able to meet the course requirements, regardless of each student's individual schedule.

Prerequisites Introduction to Mathematics or equivalent. Foundations of Math 1 Co-Teaching strongly recommended as an offering one semester prior to enrollment in NC Math 1 Co-Teaching.

Course Materials TI-83 plus or TI-84 (or plus) calculator will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

NC Math 1 Honors (EOC)
21095X0

The purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are

asked to explain and use volume formulas. Finally, students work with applications of linear, quadratic and exponential functions. Assessments within the course include but are not limited to multiple-choice, short-answer, extended response questions, class discussions, selfcheck quizzes, and interactive games. Upon successful completion of this course, students will have mastered the NC Math One Standards for this course and will be ready for Math 2. According to the North Carolina State Standards for Math I for Mathematical Practice, students must "construct viable arguments and critique the reasoning of others". While our course is delivered in an asynchronous manner, some course assignments may require students to work collaboratively or to share their work during a live session with a teacher in order to meet this State Standard. In these cases, various times will be offered to students to enable all students to be able to meet the course requirements, regardless of each student's individual schedule.

Prerequisites Introduction to Mathematics or equivalent

Course Materials TI-83 plus or TI-84 (or plus) calculator will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

Math

NC Math 2
22092X0, 22092Y0

NC Math 2 continues students' study of algebraic concepts including transformations, quadratics, square root functions, inverse functions, similarity, trigonometry, and probability. Students will also be making connections by creating relationships and reasoning skills will be emphasized and students will broaden their use of the coordinate plane. NC Math 2 curriculum is aligned to the NC Math 2 Standards.

Prerequisites NC Math 1

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. Online calculators are available and can be accessed through the Course Documents. These graphing calculators will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

NC Math 2 Co-Teaching
22092X0

This course is co-taught between and NCVPS virtual Math 2 teacher and a classroom Math 2 teacher. It is recommended for schools and students needing concentrated support in the traditional classroom for Math 2.

NC Math 2 continues students' study of algebraic concepts including transformations, quadratics, square root functions, inverse functions, similarity, trigonometry, and probability. Students will also be making connections by creating

relationships and reasoning skills will be emphasized and students will broaden their use of the coordinate plane. NC Math 2 curriculum is aligned to the NC Math 2 Standards.

Prerequisites NC Math 1

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. Online calculators are available and can be accessed through the Course Documents. These graphing calculators will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

NC Math 2 Honors
22095X0

NC Math 2 continues students' study of algebraic concepts including transformations, quadratics, square root functions, inverse functions, similarity, trigonometry, and probability. Students will also be making connections by creating relationships and reasoning skills will be emphasized and students will broaden their use of the coordinate plane. NC Math 2 curriculum is aligned to the NC Math 2 Standards.

Prerequisites NC Math 1

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. Online calculators are available and can be accessed through the Course Documents. These graphing calculators will also be used to

North Carolina Virtual Public School

Math

investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

NC Math 3
23092X0, 23092Y0

NC Math 3 continues the students' study of algebraic concepts including equations & inequalities, functions and their graphs, polynomials, and rational expressions. Students will also continue modeling of measurements and properties for one-, two-, and three-dimensional objects. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. The topics include, but are not limited to: Radical functions, Exponentials and Logarithms, Geometric Proofs, Similarity, Circles, Conic Sections, Trigonometry Functions, and Statistics and Probability.

Prerequisites NC Math 2

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

NC Math 3 Co-Teaching
23092X0

This course is co-taught between and NCVPS virtual Math 3 teacher and a classroom Math 3 teacher. It is recommended for schools and students needing concentrated support in the traditional classroom for Math 3.

NC Math 3 continues the students' study of algebraic concepts including equations & inequalities, functions and their graphs, polynomials, and rational expressions. Students will also continue modeling of measurements and properties for one-, two-, and three-dimensional objects. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. The topics include, but are not limited to: Radical functions, Exponentials and Logarithms, Geometric Proofs, Similarity, Circles, Conic Sections, Trigonometry Functions, and Statistics and Probability.

Prerequisites NC Math 2

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

NC Math 3 Honors
23095X0

NC Math 3 continues the students' study of algebraic concepts including equations & inequalities, functions and their graphs, polynomials, and rational expressions. Students will also continue modeling of measurements and properties for one-, two-, and three-dimensional objects. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Math 3 curriculum is aligned to the NC Math

North Carolina Virtual Public School

Math

Standards. The topics include, but are not limited to: Radical functions, Exponentials and Logarithms, Geometric Proofs, Similarity, Circles, Conic Sections, Trigonometry Functions, and Statistics and Probability.

Prerequisites NC Math 2

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course. You will need the ability to either scan or take a picture of your work to upload.

NC Math 4
24092X0

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 13. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. Course description comes from the NC High School Math Standard Course of Study published by the Department of Public Instruction.

Prerequisites NC Math 3

Pre-Calculus Honors
24035X0

The purpose of Pre-calculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

Prerequisites NC Math III or NC Math III Honors

Course Materials TI-83 plus or TI-84 (or plus) calculators will be used regularly to reinforce and extend each concept. They will also be used to investigate topics and assist in interpreting results. Concepts will be taught in unifying the themes of the course.

You will need the ability to either scan or take a picture of your work to upload.

Science

Taking Earth and Environmental Science with NCVPS allowed me to get that graduation requirement out of the way, letting me take more advanced courses of my choice. It also gave me experience with taking online courses, encouraging me to take more in order to learn new skills or supplement my face-to-face learning. Taking this NCVPS course also allowed me to participate in the Peer Tutoring Center which has opened up so many doors to me and has been an integral part of my life for the past few years.

Aditya B. (Earth and Environmental Studies)

Science

Anatomy and Physiology Honors
33305X0

This course is designed for the student with a strong background and interest in biological sciences, healthcare and veterinary medicine. A detailed study of the structure and functioning of the human body provides the framework for this class. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors level. Students should expect to spend a minimum of 1.5 hours per school day during the fall or spring semester or 4 hours per day in the summer session to complete assignments.

Prerequisites Completion of Biology with an A or B (strongly recommend a first-time level 3 or 4 proficiency on the EOC for Biology)

Astronomy
35402X0

This comprehensive course offers students an in-depth exploration of the universe and the scientific principles that govern it. Areas of study include stars, planets, moons, galaxies, black holes, nebulae, and other celestial bodies, as well as the origin, structure, and evolution of the cosmos. Students will engage in interactive lessons, virtual labs, and collaborative discussion forums that encourage them to apply concepts, analyze data, and share ideas with peers. They will also explore the methods, instruments, and technologies used by astronomers to study the night sky and conduct their own guided research projects to deepen their understanding. The course highlights the history, achievements, and future of space exploration, prompting students to think critically about humanity's role in exploring beyond Earth. By the end of the course, students will gain scientific literacy, sharpen their analytical skills, and develop a greater appreciation for the discoveries that continue to shape our understanding of the universe.

Topics covered include:

History of Astronomy
Tools of the Astronomer
Stars
Galaxies
Cosmology
The Solar System and Planets
Comets, Asteroids and Meteoroids
Sun
Moon
Space Science (Space Professionals, Living in Space, Future Space Travel)

Students who take the course at the honors level will have opportunities to enrich, expand, and extend course concepts.

Prerequisites None

Astronomy Honors
35405X0

This comprehensive course offers students an in-depth exploration of the universe and the scientific principles that govern it. Areas of study include stars, planets, moons, galaxies, black holes, nebulae, and other celestial bodies, as well as the origin, structure, and evolution of the cosmos. Students will engage in interactive lessons,

Science

virtual labs, and collaborative discussion forums that encourage them to apply concepts, analyze data, and share ideas with peers. They will also explore the methods, instruments, and technologies used by astronomers to study the night sky and conduct their own guided research projects to deepen their understanding. The course highlights the history, achievements, and future of space exploration, prompting students to think critically about humanity's role in exploring beyond Earth. By the end of the course, students will gain scientific literacy, sharpen their analytical skills, and develop a greater appreciation for the discoveries that continue to shape our understanding of the universe.

Topics covered include:

History of Astronomy
Tools of the Astronomer
Stars
Galaxies
Cosmology
The Solar System and Planets
Comets, Asteroids and Meteoroids
Sun
Moon
Space Science (Space Professionals, Living in Space, Future Space Travel)

Students who take the course at the honors level will have opportunities to enrich, expand, and extend course concepts.

Prerequisites None

Biology Academic
33202X0/33202Y0

This course is designed to promote scientific literacy and encourage a deeper conceptual understanding of biology. Students will develop an appreciation for biological processes and explore how life science connects to other sciences and society. The curriculum covers key biological concepts involved in maintaining life such as structure and function of macromolecules, cellular processes, heredity and genetics, ecosystems, interdependence of organisms, and biological evolution. Through inquiry-based learning, students will explore topics such as enzyme activity, gene expression, energy transfer, and natural selection. By applying scientific methodologies and critical thinking, students will develop valuable skills such as data analysis, model-building, and problem solving.

The course will help prepare students to take the Biology End-of-Course Exam.

Note: Schools should provide any available textbook for reference

Prerequisites None

Biology Honors
33205X03

This course is designed to promote scientific literacy and encourage a deeper conceptual understanding of biology. Students will develop an appreciation for biological processes and explore how life science connects to other sciences and society. The curriculum covers key biological concepts involved in maintaining life such as structure and function of macromolecules, cellular processes, heredity and genetics,

North Carolina Virtual Public School

Science

ecosystems, interdependence of organisms, and biological evolution. Through inquiry-based learning, students will explore topics such as enzyme activity, gene expression, energy transfer, and natural selection. By applying scientific methodologies and critical thinking, students will develop valuable skills such as data analysis, model-building, and problem solving.

In Honors Biology, students are expected to critically assess biological investigations, engage with and apply recent biological research, and demonstrate more in-depth conceptual understanding of all core biology objectives.

The course will help prepare students to take the Biology End-of-Course Exam.

Note: Schools should provide any available textbook for reference

Prerequisites None

Chemistry
34202X0

In this course, students will study the composition of matter, reactions of matter, and the conservation of energy in these reactions. Students will integrate science content, experimentation, and lab-based experiences to build science literacy and improve reading and writing skills. The course will use mathematical expressions to describe observations and patterns of behavior of matter. The curriculum will emphasize creativity, problem-solving, collaboration, communication, and accountability as students analyze the

structure of atoms, form an understanding of the behavior of atoms and the relationship among pressure, temperature, volume, and phase, and analyze chemical reactions.

Prerequisite Math II. Successful completion of Math III is suggested.

Course Materials A scientific calculator and headphones for viewing videos.

Chemistry Honors
34205X0

This course is designed to engage highly motivated students in inquiry-based instruction and to develop a conceptual understanding of matter, energy, and their interaction. Students will integrate science content, scientific inquiry, experimentation, and technological design to build science literacy and improve both reading and writing skills. The curriculum will emphasize creativity, critical thinking, problem-solving, collaboration, communication, initiative, and accountability as students analyze the structure of atoms, form an understanding of the behavior of atoms and the relationship among pressure, temperature, volume, and phase, and analyze chemical reactions. As an honors course, the curriculum will also be enriched with studies of entropy and differentiated assignments.

This course is designed for ambitious science students who want a rigorous chemistry experience to prepare them for success at the college level in science. Students will find that not only will they learn chemistry, but they will also learn higher-order thinking

North Carolina
Virtual Public School

Science

skills which will make learning easier for them.

Prerequisite Math II. Successful completion of Math III is suggested.

Course Materials A scientific calculator and headphones for viewing videos.

Earth and Environmental Science Academic
35012X0/35012Y0

Students will build an understanding of earth materials, processes, changes, and uses with concerns for good stewardship; will develop an understanding of plate tectonics and their human impacts; will gain an understanding of the origin and evolution of the earth system; will investigate the hydrosphere and its influences on the lithosphere, the atmosphere, and environmental quality; will explore the dynamics of the atmosphere and its processes influencing climate and air quality; will acquire an understanding of the earth in the solar system and its position in the universe and will consider alternative choices facing human societies in their stewardship of the earth.

Prerequisites None

Earth and Environmental Science Honors
35015X0

Students will build an understanding of earth materials, processes, changes, and uses with concerns for good stewardship; will develop an understanding of plate tectonics and their human impacts; will gain an understanding of the origin and evolution

of the earth system; will investigate the hydrosphere and its influences on the lithosphere, the atmosphere, and environmental quality; will explore the dynamics of the atmosphere and its processes influencing climate and air quality; will acquire an understanding of the earth in the solar system and its position in the universe and will consider alternative choices facing human societies in their stewardship of the earth.

Honors Earth And Environmental Science differs from Earth/Environmental Science Academic course in that it

- Requires students to work at a faster, more independent pace
- Involves students completing higher order assessments

Prerequisites None

Forensic Science Honors
30205X0

Forensic Science is a Science, Technology, Engineering, and Math focused course that encourages students to apply forensic science techniques to real-world problems. Students utilize 21st Century Learning Skills and technology, to focus on the Grand Challenge of Engineering and the Tools of Scientific Discovery.   Forensic science reviews and extends into application several fields of science such as; biology, chemistry, environmental science, anatomy, physiology and physics. The course is rich in exploration and investigation, teaching students to apply the concepts of core science using criminalistics, scientific methodology and technology. This course

Science

will focus on the collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis and facial reconstruction). After successful course completion, students will be able to detect, collect, test, analyze and assess a variety of evidence and explain the significance and science of the evidence to a courtroom.

Prerequisites Biology and one physical science (chemistry, physical science or physics may be taken concurrently)

Middle School Grade 6 Science
30062Y0

The 6th grade science course is intended to foster conceptual understanding and help develop scientifically literate students. The standards provide foundational knowledge and practices within each grade band and course. Students will be able to construct investigations based on evidence to demonstrate learning in areas of matter, energy, life sciences, and earth and space sciences.

Prerequisite None

Middle School Grade 7 Science
30072Y0

7th Grade Science explores the study of life science, physical science, and earth science. Students investigate scientific concepts, engage in scientific inquiry, and develop critical thinking skills. This course follows North Carolina Essential Standards, fostering

scientific literacy through interactive online learning. By the end of the course, students will be able to explain key concepts in life science, including cells, body systems, genetics, and human organ systems. Additionally, they will explore fundamental principles in physical science, focusing on energy, forces, and motion, as well as earth science topics related to the atmosphere and weather.

Prerequisite
Middle School Science Grade 6

Middle School Science Grade 8
30082Y0

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies. In this course, students will:

- Describe the composition of matter including atomic structure, periodic table trends, physical and chemical

Science

changes, and The Law of Conservation of Matter.
- Compare and contrast how disease is spread and treated in the context of public health.
- Analyze factors that affect population growth or reduction and how living organisms interact with one another through the flow of energy.
- Investigate Earth's geologic history to explain the evidence for evolution through natural selection, fossil evidence, and comparative anatomy.
- Identify evidence of earth's past from rocks, fossils, and ice cores; comparing relative and absolute dating including the geologic timeline.
- Explain the role of the hydrosphere including water quality standards, watersheds, and conservation principles.
- Investigate the environmental implications associated with the various methods of obtaining, managing and using energy resources.

Prerequisite Middle School Science Grade 7

Oceanography
35362X0
Oceanography is a scientific study that delves into the depths of the oceans, unites various branches of science, and unlocks vital insights into the workings of our interconnected world. Beneath the shimmering expanse of our planet's oceans lies a world of profound mystery and complexity—a world that has beckoned to explorers, scientists, and adventurers for centuries. Oceanography, the scientific study

of the Earth's oceans, opens a gateway to this realm of wonder, offering a unique lens through which we can fathom the intricate systems and hidden wonders that define our blue planet. It is a discipline that unites various branches of science, from biology and chemistry to physics and geology, to decode the secrets of the seas and unlock vital insights into the workings of our interconnected world. (GAVS, 2024)

The module topics are:
Oceanography as Science
Geological Oceanography
Physical Oceanography
Weather & Climate
Waves & Tides
Chemical Oceanography
Origin of Life & Primary Producers
Marine Ecosystems
The Ocean as a System
Using the Ocean

Prerequisite None

Oceanography Honors
35365X0
Oceanography is a scientific study that delves into the depths of the oceans, unites various branches of science, and unlocks vital insights into the workings of our interconnected world. Beneath the shimmering expanse of our planet's oceans lies a world of profound mystery and complexity—a world that has beckoned to explorers, scientists, and adventurers for centuries. Oceanography, the scientific study of the Earth's oceans, opens a gateway to this realm of wonder, offering a unique lens through which we can fathom the intricate

Science

systems and hidden wonders that define our blue planet. It is a discipline that unites various branches of science, from biology and chemistry to physics and geology, to decode the secrets of the seas and unlock vital insights into the workings of our interconnected world. (GAVS, 2024)

The module topics are:
Oceanography as Science
Geological Oceanography
Physical Oceanography
Weather & Climate
Waves & Tides
Chemical Oceanography
Origin of Life & Primary Producers
Marine Ecosystems
The Ocean as a System
Using the Ocean

Students who take the course at the honors level will have opportunities to enrich, expand, and extend course concepts.

Prerequisite None

Physical Science
34102X0/34102Y0
This course is aligned with the North Carolina Physical Science Standards. Topics of study include introductory physics (motion, forces, momentum, conservation of energy, waves, electricity, and magnetism) as well as introductory chemistry (properties of matter, bonding & formulas, chemical reactions, acids & bases, and radioactivity). Students will utilize interactive sites that illustrate these concepts as they learn about physics and chemistry and how it is evident in daily life.

Prerequisite NC Math I

Veterinary Science
30202X0
This course is designed for the student with an interest in learning about animals and their care. Students will learn about a variety of occupations that work with animals as well as if Veterinary School is something they wish to pursue. This course will focus on the field of veterinary medicine, including anatomy and physiology of livestock and companion animals, animal restraint, safety procedures, OSHA regulations, performing examinations and first aid, diseases of animals, medication storage and administration, diagnostic testing as well as disease prevention. Students will complete a variety of activities and labs to demonstrate the knowledge and skills they have learned. Some of these activities will require students to complete research and engage in online investigations in this course. Students should expect to spend a minimum of 1.5 hours per school day during the fall or spring semester.

Prerequisite None

Veterinary Science Honors
30205X0
This course is designed for the student with an interest in learning about animals and their care. Students will learn about a variety of occupations that work with animals as well as if Veterinary School is something they wish to pursue. This course will focus on the field of veterinary medicine, including anatomy and physiology of livestock and

North Carolina Virtual Public School

Science

companion animals, animal restraint, safety procedures, OSHA regulations, performing examinations and first aid, diseases of animals, medication storage and administration, diagnostic testing as well as disease prevention. Students will complete a variety of activities and labs to demonstrate the knowledge and skills they have learned. Some of these activities will require students to complete research and engage in online investigations in this course. In Veterinary Science Honors, students will be expected to apply concepts to case studies, analyze diagnostic results, consider ethical perspectives in the field of veterinary care, and independently research advanced veterinary topics. Students should expect to spend a minimum of 1.5 hours per school day during the fall or spring semester.

Prerequisite None

Social Studies

I do better in online classes, and it worked out well in my plans to graduate a year early! I usually have trouble staying attentive in physical classes and I get distracted/become restless very, very easily. With online classes, I'm able to get up, walk around, get a drink, etc. anytime I can, so it was a really big surprise when I took my first online class and actually remembered everything I was taught that day since I was able to take breaks when needed.

Nathan L. (NC Math 2, Civics, AP Geo, English III Honors, and French)

Social Studies

African American Studies
46012X0
In development for 2025-2026, the description is coming soon.

African American Studies Honors
HOLD
In development for 2025-2026, the description is coming soon.

American History
43042X0
The standards and objectives in the American History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. In addition, students will have studied colonial American history in the 4th, 5th, and 8th grades.

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

Prerequisites None

Social Studies

American History Honors
43045X0

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

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. In addition, students will have studied colonial American history in the 4th, 5th, and 8th grades.

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

Prerequisites None

Economics and Personal Finance
43192X0

This full credit course will focus on economics and personal finance, examining basic concepts on economic principles and personal financial literacy components in addition to planning and paying for postsecondary education. The course includes a budget portfolio as a proof of learning.

Social Studies

Prerequisites None

Economics and Personal Finance Honors
43195X0

This full credit course will focus on economics and personal finance, examining basic concepts on economic principles and personal financial literacy components in addition to planning and paying for postsecondary education. The course includes a budget portfolio as a proof of learning. The course also includes assignments that extend the rigor and learning for Honors acceleration.

Prerequisites None

Founding Principles of the United States of America and North Carolina: Civic Literacy
43182X0

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution

Prerequisites None. Must complete/pass to graduate in North Carolina. Can take AP US Government and Politics after successful completion of this course.

Founding Principles of the United States of America and North Carolina: Civic Literacy Honors
43185X0

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States

North Carolina Virtual Public School

Social Studies

embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution

Prerequisites None. Must complete/pass to graduate in North Carolina. Can take AP US Government and Politics after successful completion of this course.

Medieval Studies
48002X0

Medieval Studies will investigate the history of Europe from the breakup of the Roman Empire to the dawn of the Renaissance. It will study the political, economic, social, and cultural development of the three successor civilizations of classical Greece and Rome – Byzantium, Islamic and Western Christendom, with particular emphasis on the latter. This course will examine the development and interactions of these civilizations in both peace and war. Among the topics to be covered in Medieval Studies will be: the end of the ancient world, the rise of Christianity, the era of Germanic migrations, the Germanic West, the Catholic Church in the West, the Carolingian Empire, the 9th century invasions, feudalism and manorialism, the Byzantine Empire, the rise of Islam, the Crusades, the development of medieval kingdoms and nation-states, class structure in the Middle Ages, the Renaissance of the high Middle Ages, the Mongol invasions, and the beginnings of the Reformation. It will also attempt to assess the impact of these and other subjects of medieval origin upon today's world. Furthermore through the analysis of primary and secondary sources, Medieval Studies will help prepare students for further historical learning including Advanced Placement European and World History.

Medieval Studies provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of medieval European history. The course is designed for students who have demonstrated an advanced level of interest, learning, and achievement in history. Due to the challenging nature of the course, it requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

Prerequisites None

Social Studies

Middle School Social Studies Grade 6
Course code coming soon.

The standards and objectives in the sixth-grade course, World Studies I, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be college, career, and civic-ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. (NCDPI)

World Studies I will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations. A conscious effort is made to include an integrated study of various societies and regions from every continent: Africa (North Africa, West Africa, East Africa, South Africa); Asia (East Asia, Central Asia, Southwest Asia, Southeast Asia); Europe; the Americas (North America, Central America, South America); the Caribbean; and the Pacific Islands. (NCDPI)

Prerequisite None

Middle School Social Studies Grade 7
40072Y0

The standards and objectives in the seventh-grade course, World Studies II, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. (NCDPI)

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science. The course leads students to make connections between historical events and their own lives. (NCDPI)

Prerequisite
Middle School Social Studies Grade 6

Middle School Social Studies Grade 8
40082Y0

The major focus of this course is North Carolina state history with the integration of local and national history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop the skills needed to engage responsibly and intelligently as North Carolinians. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas,

Social Studies

events, and cultures preceding the foundation of North Carolina and the United States. The main focus of the course will be how students use inquiry to examine critical events, people, issues, and developments in the state and nation from the Colonial Era to contemporary times. Students will understand the relationship of geography, events, and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

Prerequisites None

Psychology
44032X0
Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology with a focus on the scientific study of human development, learning, cognition, biology, society and culture. The course emphasizes the empirical examination of behavior and cognitive processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, solve problems and relate psychology to their personal life.

Prerequisites None

Psychology Honors
44035X0
Psychology is designed to engage students in the understanding, articulation, and

dissemination of psychology as a science. Students are introduced to psychology with a focus on the scientific study of human development, learning, cognition, biology, society and culture. The course emphasizes the empirical examination of behavior and cognitive processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, solve problems and relate psychology to their personal life.

This advanced course offers an in-depth exploration of psychological concepts, emphasizing greater complexity, originality, and a more rigorous pace. The Honors designation reflects a higher standard of academic performance, focusing on the quality of analysis and critical thinking rather than an increase in workload volume.

Prerequisites None

World History Academic
43032X0/43032Y0
The standards and objectives in the World History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and

Social Studies

history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human environment interaction; globalization; cultural diffusion; and individual and group identity. The standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so,

one must study the historical precedents and antecedents of those patterns and connections. Ultimately, students will be able to use this knowledge to understand and engage with the world as collaborative and productive global citizens who are knowledgeable of why history matters in a twenty-first-century world.

Prerequisites None

World History Honors
43035X0

The standards and objectives in the World History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and

North Carolina Virtual Public School

Social Studies

global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human environment interaction; globalization; cultural diffusion; and individual and group identity. The standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so, one must study the historical precedents and antecedents of those patterns and connections. Ultimately, students will be able to use this knowledge to understand and engage with the world as collaborative and

productive global citizens who are knowledgeable of why history matters in a twenty-first-century world.

Prerequisites None

World Languages

I heard about NCVirtual through my friends, and I was stoked when I found out about the opportunities it presented. I enrolled in order to get a few of my required classes out of the way, while also pursuing my own interests. By getting a few of my required classes out of the way, I was able to get ahead of my peers and take more advanced classes earlier. I was also able to learn more about Japanese, which was something I wasn't able to do at my local public school.

Israel M. (Japanese I, Japanese II, Japanese III Honors, and NC Math 3 Honors)

North Carolina
Virtual Public School

World Languages

American Sign Language I
12812X0, 12812Y0

The American Sign Language level I course aligns with the NC Essential Standards for Modern World Language, based on the American Council for Teaching Foreign Language proficiency standards. Since ASL is a visual language, the communication modes emphasize visual reception, fingerspelling, expression through sign, and written expression of ASL, including a description of how facial expressions and body movements should be used. The course engages students in basic ASL conversation through multimedia and real-time interaction. Additionally, students will explore aspects of deaf culture and the deaf community.

Permission forms have been created for ASL and Foods & Nutrition courses which also require video submissions by students. Schools are responsible for collecting the signed permission forms PRIOR to enrolling students in the course.

Course Materials A device that can record video.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites None

American Sign Language II
12822X0, 12822Y0

The American Sign Language II expands on the skills and concepts gained in the introductory course. The American Sign Language level II course aligns with NC Essential Standards for Modern World Language, based on the American Council for Teaching Foreign Language proficiency standards. ASL II students will learn to engage in more intensive conversations and incorporate cultural aspects when signing. This course will focus on ASL fluency and grammatical aspects to incorporate when storytelling. The course engages students in intermediate ASL conversation through multimedia and real-time interaction. Additionally, students will develop further understanding of ASL as a language and gain more knowledge of Deaf Culture. ASL II students will learn to engage in more intensive conversations and incorporate cultural aspects when signing. This course will focus on ASL fluency and grammatical aspects to incorporate when storytelling.

Permission forms have been created for ASL and Foods & Nutrition courses which also require video submissions by students. Schools are responsible for collecting the signed permission forms PRIOR to enrolling students in the course.

Course Materials A device that can record video.

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North Carolina Virtual Public School

World Languages

interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites American Sign Language 1

Arabic I
12212X0/12212Y0

Arabic I is an introduction to the Modern Standard Arabic (MSA) language and its cultures. The course is based on North Carolina's new proficiency-based World Language Essential Standards, the Universal Design for Learning principles, and 21st Century Skills. Furthermore, digital literacy is an important component of the course, in which students will be using a variety of Web 2.0 tools to create and share projects in Arabic. It is intended to help students gain knowledge of spoken and written Arabic in order to obtain proficiency in using these skills in everyday life and real situations. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Exposure to the fascinating Arabic culture is ever-present in every lesson to allow the learners to focus on real-world scenarios with real people in the Arabic-speaking world.

During the course, students will learn to interact with others on a variety of topics such as the school, daily routine, family, restaurant, home, food, clothes, colors, etc.

It should be noted that ALL the course instructions are in English. Low English proficiency may affect students' performance if they can not fully understand and follow the instructions.

Standards Information "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Collaboration The cultural corner discussion boards in each lesson are where students collaborate. Each student will create a post in response to a prompt derived from the cultural corner notes. Then they read their classmates' posts and reply. In their reply, they must talk about what is

North Carolina Virtual Public School

similar and what is different between the posts.

Critical Language Coaching Session NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites None

Arabic II
12222X0/12222Y0

This course is a continuation of a beginning-level Arabic I course that will introduce students to a variety of areas of language learning. Unlike other online Arabic courses, this course focuses on the spoken language to prepare students for communicating quickly in the language in different real-life situations.

Students will be engaged in a variety of activities that include role-plays, interviews, surveys, word games, discussions, and recording their own voices. Simple grammatical structures are practiced in innovative & interesting ways with a variety of learning styles in mind throughout the course. Weekly practice with conversation coaches, who are native speakers of Arabic, is provided online. Culture is also presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Arabic language.

Standards Information "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

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Critical Language Coaching Session NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation

World Languages

coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Arabic I

Arabic III Honors
12225X0

Students enrolled in this course have either successfully completed the Level I and II courses at the middle or high school, or have placed out of Levels I and II due to previous language study and/or established proficiency.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals, and other media) on generally familiar topics.

Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

Note: The objectives and proficiency expectations for Level III are written at the honors level; therefore, this course is always assigned to the category Honors.

Standards Information "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

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Collaboration The cultural corner discussion boards in each lesson are where students collaborate. Each student will create a post in response to a prompt derived from the cultural corner notes. Then they read their classmates' posts and reply. In their reply, they must talk about what is similar and what is different between the posts.

North Carolina
Virtual Public School

World Languages

Critical Language Coaching Session NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Arabic II

Chinese I
11212X0/11212X0

Chinese I introduces students to the fundamentals of listening, speaking, reading, and writing through interactive lessons, authentic multimedia resources, and meaningful communication activities. Cultural content is integrated throughout to help students apply the language in real-world contexts. In addition to online asynchronous activities and assignments, students will participate in small-group virtual conversation sessions with native or fluent speakers. These twice-weekly, 45-minute sessions provide real-time practice and personalized feedback to support speaking skills and other course activities.

By the end of the course, students will be able to communicate on familiar topics, interpret short texts, and demonstrate an understanding of Chinese cultural practices.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

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Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites None

Chinese II
11222X0/1122Y0

This course is a continuation of learning the foundations of the Chinese language with emphasis on listening, speaking, reading, and writing. Students will access various authentic materials (texts and audio recordings) on familiar topics. Students will also create materials in the target language within a cultural context. They will identify

World Languages

main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in sentences, and compose messages, dialogues, and notes.

Students will be introduced to and refine their knowledge of the target language and associated culture. They will compare and contrast target culture practices with their own and other cultures by demonstrating behaviors appropriate in the target culture. Integration of other disciplines is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

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Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Chinese I

Chinese III Honors
11235X0

The Level III Chinese class is an honors-level class. It provides students with opportunities to expand their Chinese listening, speaking, reading, and writing skills with short literary texts, authentic materials, and media on generally familiar topics, such as workplace, travel, media, etc. They will continue to learn Chinese characters in traditional and simplified forms. Even though they are only required to use one form to complete all their assignments, they still need to be able to recognize the other form. Pinyin and English translations are provided for most of the text.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning*

World Languages

Languages from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Chinese I and II

Chinese IV Honors
11245X0
This course is a continuation of learning the foundations of the Mandarin language with emphasis on listening, speaking, reading, and writing. Students will access various authentic materials (texts and audio recordings) on familiar topics. Students will also create materials in the target language within a cultural context. They will identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in

sentences, and compose messages, dialogues, and notes.

Students will be introduced to and refine their knowledge of the target language and associated culture. They will compare and contrast target culture practices with their own and other cultures by demonstrating behaviors appropriate in the target culture. Integration of different disciplines is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

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Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned

World Languages

both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisite: Chinese I, Chinese II, and Chinese III

French I
11012X0/11012Y0

The goal of this course is to give students basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Throughout the 6 instructional units, students learn to talk about themselves and others, describe their surroundings and use numbers for dates and time. Regular verbs and some irregular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind.

Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the French-speaking world.

The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites None

Course Materials The materials needed for this course are all provided within the course itself. For a dictionary, www.wordreference.com is recommended. Online translators are NOT allowed.

French I Honors
11015X0

In development for 2025-2026, the description is coming soon.

French II
11022X0/11022Y0

This course is a continuation of a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the six instructional units, students learn to express themselves using an ever increasing vocabulary, present-tense verbs, the past and future

World Languages

tenses, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind.

Culture is sprinkled throughout the course in an attempt to help the learner focus on the French speaking world and their culture, people, geographical locations and histories.

The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

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Course Materials The materials needed for this course are all provided within the course itself. For a dictionary, www.wordreference.com is recommended. Online translators are NOT allowed.

Prerequisite
Successful completion of French I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

French II Honors
11025X0
In development for 2025-2026, the description is coming soon.

French III Honors
11035X0
This third year French course is a continuation of the first two years. The student will continue to improve listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction.

Throughout the ten instructional units, students build on previous knowledge with additional vocabulary, verb tenses, and grammatical structures appropriate to their level. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind.

Exposure to the culture of France and French-speaking countries can be found throughout the course in order. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the

North Carolina Virtual Public School

World Languages

"Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language

Prerequisites Successful completion of French I and II or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

French IV Honors
11045X0
NCVPS Honors French 4 uses thematic units, francophone regions, and literature to engage students in the study of French grammar, vocabulary, and culture. Students will practice the four skills: reading, writing, speaking, and listening.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and

or/group synchronous support opportunities, allowing for personalized student engagement with the course and language

Prerequisites French 3 or teacher permission.

German I
11612X0/11612Y0
This first year course introduces students to the German language and culture. Students will develop their listening, speaking, reading and writing skills through thematic units on topics such as Greetings, Hobbies, School, Home, Family, Food, Clothing, and Weather. Students will also expand their knowledge through exposure to cultural topics from the German-speaking world. The course is aligned to the national Foreign Language standards and focuses on five important aspects: Communication, Culture, Connections, Comparisons and Communities. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language

North Carolina Virtual Public School

World Languages

Prerequisites None

German II
11622X0/11622Y0

This course is a continuation of a beginning-level course to develop students' novice language skills. Students will build their listening, speaking, reading and writing skills through thematic units on House and Garden, In the Kitchen, Eating Out, Visiting the City, Travel & Vacation, and Healthy Living.

Students will also expand their knowledge through exposure to cultural topics from the German-speaking world. The course is aligned to the national Foreign Language standards and focuses on five important aspects: Communication, Culture, Connections, Comparisons and Communities. These are the "Five C's of the Foreign Language Education'' as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century. Required Live Classes (RLC's) will be offered for each thematic unit at various times on various days. Recordings and alternate assignments will be available for students who cannot attend the live class times offered.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language

Prerequisites The prerequisite for this class is German I or an equivalent.

Japanese I
11812X0/11812Y0

This is the first course in Japanese and there is no prerequisite for this course. This beginner's level of Japanese is intended to help you gain knowledge of spoken and written Japanese in order to obtain proficiency in using these skills in everyday life and real situations. The emphasis of this course will be on speaking, listening, writing and reading comprehension. During the course, you will learn to express and interact with others on a variety of topics.

Conversation Sessions NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites None

Japanese II
11822X0/11822Y0

This is the first course in Japanese and there is no prerequisite for this course. This beginner's level of Japanese is intended to help you gain knowledge of spoken and written Japanese in order to obtain proficiency in using these skills in everyday

World Languages

life and real situations. The emphasis of this course will be on speaking, listening, writing and reading comprehension. During the course, you will learn to express and interact with others on a variety of topics.

Conversation Sessions NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Japanese 1 or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

Technology Requirements

● Quicktime & Shockwave need to be installed for videos.
● Virtual classroom access for language coaching and tutoring
● Google Chrome is the recommended browser.
● A working headset with a microphone is necessary for language coaching and speaking assignments.
● A printer and scanner or camera (phone camera also okay)
The following software is necessary to complete assignments in this course:
● Powerpoint (or Google Slides), Word (or Google Docs), Adobe Acrobat Reader. Downloading and using OpenOffice.org

software to complete assignments is also a possibility.
● WINDOWS IME or MAC KOTOERI must be installed and ready for students to type in Japanese characters.

Japanese III Honors
11835X0

This course is a continuation of Japanese 1 and Japanese 2. Students will further build upon their basic speaking, listening, reading and writing skills. Basic language used in social and academic settings will be learned during this course. The third level of Japanese is intended to help the learners gain greater knowledge of spoken and written Japanese in order to obtain proficiency in using these skills in everyday life and in real situations. The emphasis of this course will be on speaking, listening, reading comprehension, and writing. During the course, the learners will learn to express and interact with others with a variety of topics.

Conversation Sessions NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Japanese 1 and 2 or placement test required with a NCVPS Japanese instructor to evaluate students. Weekly virtual coaching sessions twice per week are required and, therefore, students

World Languages

must be able to use a virtual meeting room and must have a headset with a microphone and a Japanese font IME input keyboard installed on their computers.

Japanese IV Honors
11845X0

In development for Spring 2026, the description is coming soon.

Korean I
14612X0/14612Y0

This beginner's level of Korean is intended to help you gain knowledge of spoken and written Korean in order to obtain proficiency in using these skills in everyday life and real situations. The emphasis of this course will be on speaking, listening, writing, and reading comprehension. During the course, you will learn to express and interact with others on a variety of topics.

Standard Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.*

https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Required, recommended, and/or supplemental materials:
The following software is necessary to complete assignments in this course:

- WINDOWS IME or MAC KOTOERI must be installed and ready for students to type in Korean characters.

Collaboration: Student-to-student collaboration will occur in several different ways throughout the course. The most common type of interaction will occur during language coaching, in which students may be asked to ask and answer questions together with the language coach and/or classmates. The second most common interaction will be responding to classmates' posts in the discussion board – either via spoken or written responses. Twice during the semester, students will be asked to co-create a conversation for a speaking assignment. Both students are responsible for the entire conversation.

Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisite None

World Languages

Latin I
12412X0/12412Y0

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. The course encourages students to learn basic functions of the language, become familiar with some elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Synchronous Support Sessions: NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites None

Latin I Honors
12415X0

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. The course encourages students not only to learn basic functions of the language, become familiar with some elements of the culture, and increase their understanding of English, but take a deeper, more critical look at all of these things. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts, along with analytical and evaluative thinking of these texts. Integration of and connections to other disciplines, with special emphasis on English Language Arts and (World) History, is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning*

North Carolina Virtual Public School

World Languages

Languages from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Synchronous Support Sessions: NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites None

Latin II
12422X0/12422Y0
This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of both Latin and English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of and connections to other disciplines, with special

emphasis on English Language Arts and (World) History, is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Synchronous Support Sessions: NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

North Carolina Virtual Public School

World Languages

Latin II Honors
12425X0

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with more cultural elements of the ancient Mediterranean world, and increase their understanding of both Latin and English, as well as thinking critically about all of these things. Emphasis is placed on the metacognitive development of skills in reading and comprehension of adapted Latin texts that includes analytical and evaluative thinking about the texts. Integration of and connections to other disciplines, with special emphasis on English Language Arts and (World) History, is ongoing throughout the course.

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Synchronous Support Sessions: NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites Latin I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

Latin III Honors
12435X0

The Latin III course includes a brief review of the grammar from Latin I and Latin II. The Latin III course includes a more in-depth analysis and implementation of advanced grammar, including uses of the subjunctive, the passive periphrastic, noun cases, rhetorical figures, scansion, indirect speech, participles, and the supine. It includes a survey of literature from the poetry of Ovid, Catullus, and Martial to the prose of Cicero, Julius Caesar, and Pliny.

North Carolina
Virtual Public School

World Languages

Standards Information: "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Synchronous Support Sessions: NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites Latin I and Latin II are prerequisites for Latin III Honors.

Russian I
12012X0/12012Y0

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Russian language.

Standards Information "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages." -

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Critical Language Coaching Session NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language

World Languages

development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites None

Russian II
12022X0/12022Y0

This course is a continuation of a beginning-level course that will introduce students to a variety of areas of language learning. In this course, students will gain listening, reading, writing, and speaking skills through activities that include role-plays, word games, simulations, recording their own voice, and making a virtual trip to Russia. Students will be able to practice Russian with classmates, conversation coaches, and the instructor. Grammar will be introduced with a variety of learning styles in mind. Culture will be introduced in the course to give students a better understanding of the traditions, history, and people of the Russian-speaking world.

Standards Information "The standards emphasize the three modes of communication (interpretive, interpersonal, and presentational), and highlight the importance of making literacy, interdisciplinary, intercultural, and community connections through each of these modes of communication. The standards are based on the structure of the *World-Readiness Standards for Learning Languages* from the national language organization, ACTFL, formerly called the American Council on the Teaching of Foreign Languages."

North Carolina Department of Education. (Approved July 2024). *2024 NC Standard Course of Study For World Languages.* https://www.dpi.nc.gov/2024-standard-course-study-world-languagespdf/open

Critical Language Coaching Session: NCVPS offers Conversation Coach Sessions twice a week. These are 45-minute small group sessions designed to support language development through real-time speaking practice. Each student is assigned both a course teacher and a dedicated conversation coach, ensuring ongoing support and guidance throughout the course.

Prerequisites Russian 1

Spanish I
11412X0/11412Y0

This course is an introduction to the Spanish language and its cultures. Students perform the most basic functions of the language and become familiar with some elements of its culture. The course is based on North Carolina's new proficiency-based World Language Essential Standards, the Universal Design for Learning principles, and 21st Century Skills. Furthermore, digital literacy is an important component of the course, of which students will be using a variety of web 2.0 tools to create and share projects in Spanish (three per semester). In this course, the student will become more proficient in the language by improving his/her listening, speaking, reading and writing skills through

World Languages

activities that are based on pedagogically-proven methods of foreign language instruction.

Throughout the eight units of content, students learn to express themselves using an ever-increasing vocabulary and knowledge of a variety of different verb tenses and other parts of speech. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Culture is ever-present throughout the course to help the learner focus on real-world scenarios with real people in the Spanish-speaking world. To intentionally embed strong cultural components into the course, the entire course is set up as a trip that the student takes to Costa Rica. They get to explore and share about the Costa Rican (and neighboring) culture/s, way/s of life, people, geography and history. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites None. (Native speakers who speak, read, write and can understand Spanish can potentially bypass Spanish 1 and register for Spanish 2 or higher, if desired. However, confirmation of a student's proficiency level must be ascertained by an NCVPS Spanish instructor.)

Course Materials Headset with a microphone (or speakers and a microphone)

Spanish I Honors
11415X0
In development for 2025-2026, the description is coming soon.

Spanish II
11422X0/11422Y0
This course continues where the beginning-level Spanish course (Spanish 1) ended. Students enrolled in this course have either successfully completed or placed out of Spanish 1. The course is based on North Carolina's new proficiency-based World Language Essential Standards, the Universal Design for Learning principles, and 21st Century Skills. Furthermore, digital literacy is an important component of the course, of which students will be using a variety of web 2.0 tools to create and share projects in Spanish. Spanish 2 provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills in order to become more proficient in the language. In fact, the course is a continuation of the same topics from

World Languages

Spanish 1 (school, home, family, free time, food, shopping, and community), at a higher/more complex proficiency level. In addition, the first unit provides an intensive review of Spanish 1 to ensure that all students start at the same point. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Culture is ever-present throughout the course to help the learner focus on real-world scenarios with real people in the Spanish-speaking world. In fact, the entire course is set up as a reflection on a trip that the student has taken to Spain. They get to explore and share about the Spanish culture, way of life, people, geography and history. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites Successful completion of Spanish I or placement test required on school site or with NCVPS Spanish teacher (if there is no Spanish teacher on school site) to evaluate students.

Course Materials Headset with a microphone (or speakers and a microphone)

Spanish II Honors
11425X0
In development for 2025-2026, the description is coming soon.

Spanish III Honors
11435X0
This course continues where Spanish 2 ended. Students enrolled in this course have either successfully completed or placed out of Spanish 1 and 2. The course is based on North Carolina's new proficiency based World Language Essential Standards, the Universal Design for Learning principles, and 21st Century Skills. Furthermore, digital literacy is an important component of the course.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they produce personal content with the language provided. The course offers live classes, various materials (short literary texts, authentic materials, technical manuals, and other media) on generally familiar topics. Students will satisfy limited communication and social interaction demands. They will identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and

World Languages

short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students will continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

Note: The objectives and proficiency expectations for Level III are written at the honors level; therefore, this course is always assigned to category H (1 point).

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites Students enrolled in this course have either successfully completed the Level I and II courses at the middle or high school or have placed out of Levels I and II due to previous language study and/or established proficiency.

Course Materials Headset with a microphone (or speakers and a microphone)

Spanish IV Honors
11445X0

This course continues where Spanish 1, 2, and 3 ended. Students enrolled in this course have either successfully completed or placed out of Spanish 1, 2, and 3. The course is based on North Carolina's new proficiency based World Language Essential Standards, the Universal Design for Learning principles, and 21st Century Skills. Furthermore, digital literacy is an important component of the course, of which students will be using a variety of web 2.0 tools to create and share projects in Spanish (one per unit). Spanish 4 provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills in order to become more proficient in the language. Students learn to function at a higher/more complex proficiency level, building upon previously learned material. The first unit provides an intensive review of Spanish 1, 2, and 3 to ensure that all students start at the same point. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Culture is ever present throughout the course to help the learner focus on real world scenarios with real people in the Spanish speaking world. Students get to explore and share about the cultures, ways of life, peoples, geography and history of the Spanish speaking world. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is

World Languages

ongoing throughout the course. Students are required to attend a Live Class for each unit during which the instructor teaches the grammar for that unit. If a student has a conflict, the requirement may be fulfilled by watching the archive.

Live Class Meetings NCVPS has implemented a new curriculum with interactive assignments aligned to course standards. As a result, traditional Required Live Classes (RLCs) will no longer be used. Starting Fall 2025, RLCs will be replaced with Sync Support Sessions. In these sessions, teachers will be available to provide 1:1 and or/group synchronous support opportunities, allowing for personalized student engagement with the course and language.

Prerequisites Successful completion of Spanish I, II, and III or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

Course Materials Headset with a microphone (or speakers and a microphone)

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