



High School Developmental Project

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I. District Programming Information

Creating a portrait of 9 - 12
education

This section provides a general overview of programs and initiatives available in Wake County Public Schools for high schools.

WHAT   
STARTS
 HERE 
CHANGES
 EVERYTHING





Programs for High School Students

- Magnet Themes/IB Courses
- CTE Certificates
- Athletics
- Career Academies
- PEPI
- Future Teachers
- Clubs (FCA, FCLA, FFA)
- Drivers Education
- Credit Recovery through NC Virtual Public Schools
- JROTC
- Dance Programs



Programs for High School Parents

- PTA (Parent Teacher Association)
- Booster Clubs - Athletic Based Parent Group
- Families Academics - WCPSS hosted classes covering different topics for family learning
- Academic Celebrations - Quarterly celebrations for attendance and academic achievement



Community Connections

Business Alliances

- Collaborative partnerships of business, community, and school leaders
- Prepare high school students for making knowledgeable, future career choices
- Leadership and soft skills development, career fair assistance, site tours, guest speakers, and mentor hosts are some of the opportunities offered to students

School-to-Career

(work-based learning experience)

- Provide an integration of core and technical instruction, which enhances the overall curriculum, increases learning, and meets the educational needs of all students
- Placed in real work settings away from school by career development coordinator
- Experiences better prepare students to be globally competitive and career-focused



Curricular Scope & Sequence

- English - 4 credits (English 1, 2, 3, & 4)
- Math - 4 credits (NC Math 1, 2, 3, and a 4th math class)
- Science - 3 credits (1 physical science, biology, earth/env. science)
- Social Studies - 4 credits (World History, American History 1 & 2, Civics & Economics)
- World Languages - 2 credits (can choose between French, German, Latin, or Spanish)
- Health and PE - 1 credit (healthful living)
- Electives - 10 credits (CTE, Arts Education, JROTC, World Languages, any core subject area)



Vocabulary

- ALC - Alternative Learning Center
- AOF - Academy of Finance
- AP - Advanced Placement Courses
- CTE - Career and Technical Education
- ELA - English Language Arts
- EOC - End of Course (Assessments in English, Math, and Biology)
- IB - International Baccalaureate
- ISI - In School Instruction (previously known as ISS)
- MVP - Math curriculum
- NC Final Exam - end of course assessments
- NCVPS - North Carolina Virtual Public Schools (for students to take classes not offered in person at their school)



Literacy/Reading 9th -12th Grade

High School Language arts program follows the common core curriculum. The curriculum requires students to 9-10th Grade to::

Cite strong and thorough textual evidence to support analysis

Determine a theme or central idea of a text and analyze in detail

Determine the meaning of words and phrases

Determine an author's point of view or purpose in a text

Delineate and evaluate the argument and specific claims in a text



II. Adolescent Development

Child development at the 9th through 12th grade age level

Adolescent development for HS students allows them to think abstractly, analytically, hypothetically, and logically, which is all formal operational thought.

Children in this age group might:

- Have more interest in romantic relationships and sexuality.
- Go through less conflict with parents.
- Show more independence from parents.
- Have a deeper capacity for caring and sharing and for developing more intimate relationships.
- Spend less time with parents and more time with friends.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.



Physical Development

- Time for growth spurts and puberty
- Boys:
 - Begins with the enlargement of the testicles
 - Pubic hair appears
 - Wet dreams begin
 - Hair underarms and on face
 - Voice changes
 - Acne
- Girls:
 - Begins with development of breasts
 - Pubic hair appears
 - Hair under arms
 - Periods begin
- Brain Development:
 - Limbic system is 'active' by age 15, but the prefrontal cortex is not fully mature until around age 25
 - "There is a 10-year gap between the ability to fully experience emotions and the ability to control them" (Medina, 2018, p. 65)



Cognitive Development

- High school students have cognitive developments that differ from student to student
- During this phase, students start to think not just of themselves, but as the world as whole and how others lives are affected
- Students reason and make educated guesses and are able to think much more abstractly and in hypothetical terms
- They are developing their own moral compass and cementing their sense of right and wrong
- They also start to take their learning more outside the walls of the school building, by using reading and math in their everyday life at jobs and at home



Language and literacy development

Reading Skills

- Relate events in story to own lives
- Compare/contrast different reading materials
- Discuss character motivation
- Make inferences/draw conclusions about story
- Support a thesis using examples from the story
- Identify examples of imagery and symbolism
- Analyze, synthesize, and evaluate ideas from texts

Writing Skills

- Have a good grasp of the mechanics of writing, which they continue to refine as they add words to their vocabulary
- Start jumping between different styles of writing while they write for everyday purpose
- Take notes in class

Speaking/Listening Skills

- Uses multiple ways of speaking (slang, metaphors, etc)
- Interested in discussions, debates, and arguments
- Pay more attention to body language and tone



Self-concept, identity, and motivation

Boys and girls and this age:

- Simultaneously struggle to fit in with peers & form their own identities
- Will 'try on' different behaviors and appearances to discover who they are and who they want to be
- Begin to form religious, political, ethnic, and gender identities
- Attempt to realize their place in society and how to move forward with their futures
- Define themselves based on their values, thoughts and, opinions
- Are motivated by peers, teachers, pop culture, and social media



Peer relations and moral development

- More vulnerable and emotionally intimate with their peers
- Turn to one another as their first line of defense when worried or upset rather than their families
- Seek acceptance into peer groups; modifying things like their activities, behaviors, and dress to become more similar to their peers
- Modify choices or behaviors in order to conform to what friends are doing; peer pressure
- Look for others to relate to, rely on, and understand who they are
- Begin to value the will of the majority, as well as the well-being of society
- Become more concerned with what they personally feel is right, even if it may conflict with the law



III. Data Collection and Action Research

Interviews and observations with a
9th through 12th grade student

Observation/Interview: Student B



Siena, 12th Grade

Siena is a Senior at Ravenscroft High School. She previously attended Enloe High School.

She will be continuing her education & playing basketball at Colorado College. Her interview can be found [here](#).





IV. Implications for Practice

A reflection of findings and the implications for practice in future leadership roles.

Graham Witherspoon

[Implications and Practice](#)

Derek Cobb

[Implications and Practice](#)



V. Resources and Citations

References, scope & sequence, and any additional resources or toolkits



References

Adolescence (15-17 years old). (2021, February 22). Retrieved May 13, 2021, from <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>

Career and technical education / about us. (n.d.). Retrieved May 13, 2021, from <https://www.wcps.net/domain/60>

Four-year cohort graduation rate from high School: Kids count data center. (n.d.). Retrieved May 13, 2021, from <https://datacenter.kidscount.org/data/bar/7626-four-year-cohort-graduation-rate-from-high-school?loc=35&loct=10#10/5045,5067,5114/false/1696/any/14773>

Scope and Sequence

The scope and sequence for WCPSS aligns to the state standards. From what we have heard and observed, it seems that all courses are not appropriately paced, specifically AP courses. There is not enough time to cover all of the material and teachers/students end up having to put in extra time outside of school hours to teach/learn all of the material. The material was easy to access and to understand.

[WCPSS High School Planning Guide](#)

Graduation Requirements Chart

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

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

Any additional resources or toolkits



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IV. Implications for Practice

Quote 1: "Education is the most powerful weapon to change the world"

Quote 2: "The Leaders Develop a strategic plan for all to find success"

HS
Development
Project
Infographic
Here